ED 337 571 AA 001 218

Resources in Education (RIE). Volume 27, Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRH/WTB)

ED 337 572 CE 057 665

First Steps to Success. A Guide to Preparing Students for the Job Market.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Banking; Bookkeeping; Career Education; Career Planning; Carpentry; Child Caregivers; Cleaning; Clerical Occupations; Data Processing Occupations; *Employment Potential; *Employment Qualifications; *Entry Workers; Food Service; Home Health Aides; *Job Skills; Legal Assistants; Mechanics (Process); Nurses; Nurses Aides; *Occupational Information; Sales Workers; Secondary Education; Secretaries; Teacher Aides; Waiters and Waitresses

This guide, based on a survey of more than 100 New York City employers, lists the qualifications needed for 20 entry-level positions. The occupations profiled are as follows: bookkeeper, carpenter, child care worker, computer data entry/programmer, food service aide, home attendant, janitor/cleaner, legal assistant/paralegal, licensed practical nurse, mail clerk, mechanic, nurse's aide, office clerk, receptionist, retail salesperson, secretary, switchboard operator, teacher aide, teller, and waiter/waitress. Each occupational profile provides the following information: (1) description; (2) requirements

ED 337 590 CE 059 077

Noyelle, Thierry; Bailey, Thomas
Training and Competitiveness in U.S. Manufacturing and Services: Training Needs and Practices of Lead Firms in Textile, Banking, Retailing and Business Services. Contractor Report.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Feb 90
NOTE- 160p.; For the assessment to which this report is background, see ED 326 622.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Education; *Banking; Basic Skills; *Business; Competition; Inplant Programs; Job Skills; Labor Force Development; Management Development; *Manufacturing Industry; *On the Job Training; *Retailing; Retraining; Skill Development; Staff Development; Technical Education; *Technological Advancement
IDENTIFIERS- *Textile Industry

Changing employer-based training represents one strategy that U.S. firms are adopting to confront recent transformations in the global economy. The new competitive conditions place new and different demands on workers, more of whom are being called upon to use technical, conceptual, and communications skills. Approaches to training in particular sectors depend on numerous factors, including investment in new technology, labor supply constraints, and broad patterns of sectoral competition and restructuring. In business services and nonretail banking, U.S. firms have gone far toward combining training with technological and organizational changes designed to make firms and workers more responsive to the market. In the textile industry, which is a mature manufacturing industry that has responded to international competition with increased market specialization, more direct and interactive relationships among supplier and producer companies, and "quick response" production systems, management views the training challenge as a combination of improving workers' basic skills, significant upgrading of technical skills, and strengthening of supervisor capabilities. In retailing, complex and lengthy training for managers is combined with relatively simple training for lower-level workers. Areas for policy action include basic skills training and measures to enhance the role of mid-level institutions well placed to gather and disseminate information about successful training approaches. (Author/YLB)

ED 337 591 CE 059 078

Hirschhorn, Larry D.
Training Factory Workers: Three Case Studies. Contractor Report.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Oct 89
NOTE- 110p.; For the assessment to which this report is background, see ED 326 622.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Adult Education; *Bakery Industry; Case Studies; Corporate Education; Electric Circuits; *Electronics Industry; Industrial Structure; Labor Force Development; *Manufacturing Industry; *On the Job Training; *Organizational Change; *Organizational Development;

ED 337 608 CE 059 195

Job Training Partnership Act Eldercare Worker Training Study. Final Report.
PUB DATE- Nov 90
NOTE- 190p.; For a related document, see CE 059 196.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Ladders; *Caregivers; *Educational Needs; *Employment Projections; Health Personnel; *Job Training; *Older Adults; Paraprofessional Personnel; Postsecondary Education; *Residential Care; Statewide Planning
IDENTIFIERS- DACUM Process; Job Training Partnership Act 1982; *Ohio

The training needs of Ohio eldercare workers, with a special emphasis on the Job Training Partnership Act (JTPA) population, were studied. A task force created a job matrix of the 100 most prevalent positions in the eldercare work force. For each identified job title, occupational tasks, related training, and wage and salary information were affixed. Information was obtained from government documents, associations, agencies, and publications. The task force also surveyed secondary continuing education departments, community colleges, proprietary schools, Ohio's 8 Nursing Home Area Training Centers, and the state's 12 area agencies on Aging Training Plans in order to determine current training programs. The survey found great variations in the training offered. Using the Developing a Curriculum (DACUM) process, a curriculum for training senior service providers was developed. This curriculum could serve the variety of occupations relevant to the paraprofessional role in mental health and aging. The study recommended that JTPA establish funding and programs for training workers for the eldercare field. (This report includes the job matrix and the DACUM chart and career ladder for eldercare workers. Five appendixes consist of the following: (1) the JTPA eldercare worker training study task force membership; (2) the hospital training study committee; (3) the Ohio Department of Human Services report on 1989 nursing home wages; (4) the survey instrument; and (5) the school survey mailing list.) (KC)

ED 337 609 CE 059 196

Who Will Deliver the Care? A Study of the Availability of Home Care Professionals in Ohio.
PUB DATE- Jun 89
NOTE- 28p.; For a related document, see CE 059 195.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Burnout; Caregivers; Certification; Employed Women; Fringe Benefits; Health Care Costs; *Home Health Aides; *Labor Supply; *Labor Turnover; Middle Aged Adults; Nursing Homes; Older Adults; *Paraprofessional Personnel; Part Time Employment; Public Policy; Self Employment; Social Isolation; Supervision; Training; Transportation; Wages; Work Environment
IDENTIFIERS- *Ohio

A shortage of home care paraprofessionals in Ohio is causing concern about the quality and continuity of care. Worker turnover is high, ranging from 30-70 percent. Most paraprofessionals share several traits: middle-aged women; single, with dependents; sole breadwinners in their households; wage earners of less than $11,000 per year; part-time workers;

ED 337 627   CE 059 237

Hartung, Paul J.
Breaking Ground: A Study of Gestalt Therapy Theory and Holland's Theory of Vocational Choice.
PUB DATE- Oct 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (13th, Chicago, IL, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Career Choice; *Gestalt Therapy; Higher Education; Individual Needs; *Industrial Psychology; Interaction; Models; Personality Traits; Psychometrics; Research Reports
IDENTIFIERS- Gestalt Personal Homeostasis Inventory; *Hollands Theory of Occupational Choice; Vocational Preference Inventory

In both Gestalt therapy and Holland's theory of vocational choice, person-environment interaction receives considerable emphasis. Gestalt therapy theory suggests that people make contact (that is, meet needs) through a characteristic style of interacting with the environment. Holland identifies six personality types in his theory and asserts that persons of each type thrive in a corresponding environment. A correlational method was used to investigate whether particular Holland types use a characteristic style of contact to meet needs. A sample of 46 college graduate and undergraduate students responded to the Gestalt Personal Homeostasis Inventory (GPHI) and the Vocational Preference Inventory (VPI). The results revealed several significant associations between certain scores on both instruments, namely, that: (1) high VPI Realistic scores correlated with low GPHI Confluence scores; (2) VPI Investigative scale correlated negatively with GPHI Introjection and Confluence and positively with Awareness and Withdrawal/Closure; (3) VPI Conventional scale correlated negatively with GPHI Action; and (4) VPI Artistic scale correlated positively with GPHI Sensation and Excitement and negatively with Projection and Retroflection. The results encourage further research toward the goal of assimilating these two theoretical models into a comon conceptual framework. (13 references) (Author/NLA)

ED 337 628   CE 059 241

Melis, A.
Dossier on Completed and Ongoing Activities in the Field of "Small and Medium-Sized Enterprises." (First Review 1986-1990).
PUB DATE- Oct 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration; Continuing Education; Databases; Distance Education; Foreign Countries; Industrial Training; Information Dissemination; *Job Training; *Management Development; *Networks; *Small Businesses
IDENTIFIERS- Belgium; France; Germany; Italy; Luxembourg; Spain

The European Centre for the Development of Vocational Training's (CEDEFOP) activities and research relating to small and medium-sized enterprises (SMEs) have focused on three areas of action: (1) development of training for SMEs; (2) information on the

ED 337 646 CE 059 301

Zakaluk, Beverley L.
Book Bridges: Its First Phase. An Evaluation.
PUB DATE- May 91
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Literacy; *Cost Effectiveness; *English (Second Language); Females; Foreign Countries; Illiteracy; *Immigrants; *Intergenerational Programs; *Literacy Education; Program Effectiveness; Program Evaluation; Second Language Instruction; Student Evaluation; *Womens Education
IDENTIFIERS- Book Bridges MB; *Family Literacy; Manitoba

The first phase of Book Bridges, an English-as-a-Second Language literacy project for immigrant women and their children, was evaluated. Fifteen clients completed the first 10-week, 60-hour program designed to increase English vocabularies, give clients opportunities to express ideas in English, and provide a framework for facilitating comprehension and memory both for stories and informational text. Each class had the following format: literature circle, writer's workshop, reading, and dialogue journals. Results of the Gates-MacGinitie standardized test, informal reading inventory, and other program data indicated that comprehension performance increased significantly, and although vocabulary growth was not significant, students were more confident as learners and found reading to their children beneficial. When costs were related to benefits gained by participants, the program was found to be cost effective. A number of questions and concerns arose in terms of managing the program. Key issues involved the target group, housing the program, program duration, volunteer recruitment and training, program orientation and assessment, refreshments, and publicity. (Recommendations in three categories--instruction and assessment, cost effectiveness, and program management--are provided throughout the report. Appendixes include 32 references, data tables, materials used and developed in the program, informal reading inventory, and standardized test results.) (YLB)

ED 337 647 CE 059 302

Job Training Reform Act Amendments: Report Together with Additional Values To Accompany H.R. 3033.
PUB DATE- 7 Oct 91
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disadvantaged; *Employment Programs; *Federal Legislation; Federal Programs; *Job Training; Postsecondary Education; Program Improvement
IDENTIFIERS- Congress 102nd; *Job Training Partnership Act 1982; *Reauthorization Legislation

The Job Training Reform Act Amendments were introduced in the House of Representatives to amend the Job Training Partnership Act (JTPA) to improve the delivery of services to hard-to-serve youth and adults and for other purposes. This report summarizes this proposed legislation, which was recommended for passage by the Committee on Education and Labor, and provides a rationale for its becoming law. The report contains the following 13 sections: introduction to the bill; purpose and summary; history of the legislation and committee action; background and

ED 337 666 CE 059 336

Benson, Charles S.
Current State of Occupational and Technical Training: The Need for Integration and High Quality Programs. Working Paper.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Coordination; *Educational Change; Educational Cooperation; *Educational Quality; Excellence in Education; High Schools; *Integrated Curriculum; Outcomes of Education; Regional Schools; *School Effectiveness; *Vocational Education; Vocational Schools

National data regarding occupational and technical training programs in secondary and area vocational schools are useful in describing patterns of courses taken by students and characteristics of teachers. Data are not available on student enrollments and financial investment, student outcomes in general and related to quality of training programs, economic value of vocational education, and labor market relevance of vocational education. For secondary schools, the educational reform movement of the 1980s was built on four pillars: longer school days, longer school years, more rigorous standards for high school graduation, and heightened requirements for entrance to college. An alternative approach to educational reform is "high schools with character." Its four pillars are as follows: integration of academic and vocational studies, cooperative learning, teacher collegiality and collaboration, and a special school identity, commonly established through an industrial connection. A national experiment on high schools with character should be conducted to determine whether schools that fully implemented the concept tend to show greater student achievement than conventional high schools. If they do, the approach would have three benefits: equity in terms of access of students to learning, cost effectiveness, and meeting of the needs of the economy. (Fourteen footnotes and 17 references are appended.) (YLB)

ED 337 667 CE 059 337

Sapin, Kate; Watters, Geraldine
Learning from Each Other. A Handbook for Participative Learning and Community Work Learning Programmes.
PUB DATE- 90
NOTE- 306p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Committees; *Community Education; *Community Organizations; Community Programs; *Cooperative Learning; Experiential Learning; Foreign Countries; Group Activities; *Group Dynamics; Helping Relationship; Intergroup Relations; Learning Activities; *Participative Decision Making; Problem Solving; Self Directed Groups; *Student Participation
IDENTIFIERS- United Kingdom

This handbook on participative learning is designed for workers

ED 337 684 CE 059 361

Gallaway, Ann, Ed.
Research and Development. Laboratory Activities.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 90
NOTE- 220p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aerospace Education; Airports; Brainstorming; Building Design; Construction Materials; Engineering Technology; Financial Support; *Industrial Education; Instructional Materials; Journal Writing; Multimedia Instruction; Newsletters; Photography; Problem Solving; Production Techniques; Recycling; *Research and Development; Research Methodology; Research Projects; Research Reports; Roofing; Secondary Education; Solar Energy; Teaching Guides; Technical Writing; Time Management; Videotape Recordings; Writing Skills
IDENTIFIERS- *Technology Education

Research and Development is a laboratory-oriented course that includes the appropriate common essential elements for industrial technology education plus concepts and skills related to research and development. This guide provides teachers of the course with learning activities for secondary students. Introductory materials include an instructional planning outline and worksheet, an outline of essential elements, a list of domains and information on creativity and problem solving, student projects, and research notebooks. The guide contains 34 modules on the following topics: documentary project; journal/sketchbook; research funding foundation; field notebook; basic principles of research; problem-solving module; brainstorming; imitation, adaptation, and innovation; writing a technical paper; technical research report writing; designing technical data posters; problem identification; analyzing specifications; developing a solution; pilot-testing the solution; analyzing the results; time line; computing personalized development times; designing an airport plan with facilities; making a standard color negative; studio photography; video production; newsletter; aerodynamics of flight; sketching a glider design; drawing glider plans; building a glider prototype and analyzing the design; implementing the final design; model wind tunnel; solar-assisted vehicle; engineering a model building; truss design and testing; designing and fabricating an aluminum can crusher; and estimating structural materials. Each module includes an instructor's resource sheet and the student laboratory activity. Each instructor's resource sheet may include the following elements: module number; activity topic; estimated time; essential elements; objectives; activity summary; teaching tips; instructional strategy; equipment/supplies; evaluation key; and support materials. Each student activity may include the following elements: module number; activity topic; activity overview; objectives; vocabulary/concepts reinforced; equipment/supplies; introduction; procedure; evaluation; and support materials. (NLA)

ED 337 685 CE 059 365

Hamlin, Larry
Building Trades II.
SPONS. AGENCY- Texas Education Agency, Austin.

ED 337 703 CE 059 484

Sandiford, Janice R., Ed.
Biennial National Health Occupations Education Research Conference (4th, Fort Lauderdale, Florida, October 9-11, 1991). Proceedings.
PUB DATE- Oct 91
NOTE- 248p.; Cosponsored by Pennsylvania State University, University of Iowa, Health Occupations Education Division of American Vocational Association, U.S. Department of Education, and Florida Department of Education, Division of Adult, Vocational, and Community Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Allied Health Occupations Education; Certification; Cognitive Style; College Freshmen; Conference Proceedings; Drug Use; Employment; Health Occupations; Higher Education; Job Satisfaction; Job Skills; Marketing; Mathematical Applications; Medical Laboratory Assistants; Medical Technologists; Minority Groups; Nurses Aides; *Nursing; Radiographers; School Holding Power; Student Recruitment; *Teacher Educators; Vocational Education
IDENTIFIERS- Europe; Florida; Health Occupations Students of America

These proceedings contain 11 presentations: "The Impact of Multiskilled Practice upon Medical Laboratory Personnel's Job Satisfaction" (Akroyd et al.); "Health Occupations Students of America--A Profile" (Sandiford); "Competencies for Teaching and Need for Update: Perceptions of Secondary Health Occupations Teachers" (Southern et al.); "The Relationship between Cognitive Style in Mathematics and Drug Dosage Calculation Ability of Baccalaureate Nursing Students" (Bath, Blais); "Florida Certified Nursing Assistant Workforce Study" (McCulloch); "Membership Responses to National Health Occupations Education Certification Standards and Philosophy" (Richards et al.); "Health Occupations Education Teacher Educators: Who Are They?" (Gable, Snell); "Factors Freshmen Radiography Students Consider Important in Making Career and Program Decisions: Implications for Recruitment and Marketing Strategies" (Akroyd, Lavin); "Factors Affecting University-Based AIDS Education Efforts and Outcomes" (Boyd); "Minority Student Recruitment and Retention Strategies Used by Entry Level Physical Therapy Education Programs" (Haskins); and "Nursing and Allied Health Technical Education in Europe" (Junge). (NLA)

ED 337 704 CE 059 485

Ellsworth, Jill H.
Electronically Mediated Learning among Adults.
PUB DATE- May 91
NOTE- 8p.; Paper presented at the National Conference on the Adult Learner (Columbia, SC, May 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; *Cognitive Style; *College Programs; *Computer Uses in Education; Degree Requirements; *Electronic Mail; Higher Education; *Nontraditional Education; Nontraditional Students
IDENTIFIERS- Learning Style Inventory (Kolb); *Southwest Texas State University

ED 337 723 CG 023 718

Sigmon, Scott B.
CBT Theory and Its Application: A School Phobic Kindergarten Case.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Behavior Modification; Case Studies; Counseling Techniques; Kindergarten; Kindergarten Children; Primary Education; *School Phobia; Self Efficacy; *Separation Anxiety
IDENTIFIERS- *Cognitive Behavioral Therapy

Cognitive behavioral psychology is a new theoretical orientation and when applied in treatment it is known as cognitive behavior therapy (CBT). Theoretically CBT seeks primarily to change cognitions to alter behaviors and to modify cognitions to affect emotions. In general CBT is considered to be an information processing psychology because it suggests getting people to think differently about themselves and their lives after examining "data" in newly structured ways and then acting differently as a result of that process. This case study examined Bobby R., a 6-year old boy who, during an apparently successful kindergarten year, began suddenly to have great difficulty attending school. Bobby had a definite aversion to school unless at least one of his parents were present, and even then he had much trepidation over entering his kindergarten classroom. This situation had both of his parents extremely upset, and this impacted adversely on Bobby. Yet, Bobby stated strongly that he wanted to attend school. Bobby's contention was accepted easily because when later observed in kindergarten with a parent present, he participated fully and seemed rather happy. Thus, this situation was not only uncomfortable for Bobby personally, it also caused disruption within his family and school. This case was handled through a CBT orientation. After therapy Bobby was able to walk home from school without a parent and participated fully and appropriately with peers and teacher. His self efficacy grew and he began first grade without incidence. (Author/ABL)

ED 337 724 CG 023 719

Gustafson, Eric Wayne
The Assessment of Object Relations Phenomena in Borderline Personality Disorder.
PUB DATE- Aug 91
NOTE- 84p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Empathy; Evaluation Methods; *Interpersonal Relationship; *Personality Development; *Personality Problems; *Validity
IDENTIFIERS- Borderline Personality Disorder; Object Relations

Recent attempts to empirically validate psychoanalytic theory and its contemporary object relational constructs have turned to measuring the concepts with a variety of recently developed assessment scales. This paper reviews the 27 research studies which utilize instruments designed to assess object relations phenomena in subjects diagnosed with borderline personality disorder. It is noted that object relations theory views personality as developing from experiences in early childhood relationships that produce internal self and other representations. The borderline personality organization is

ED 337 744 CS 010 712

Atwell, Margaret, Ed.; Klein, Adria, Ed.
Celebrating Literacy. Proceedings of the Annual Reading Conference at California State University (14th, San Bernadino, California, March 5, 1990).
PUB DATE- 90
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Elementary Secondary Education; Interdisciplinary Approach; Language Arts; *Literacy; Reading Difficulties; *Whole Language Approach; Writing Difficulties; *Writing Instruction; Writing Processes
IDENTIFIERS- Collaborative Learning

The paper presented at this conference, the theme of which was "Celebrating Literacy," focused on theories and applications of literature-based education and the use of holistic methods across the curriculum. Following an introduction by the editors, the book contains the following 12 papers: "Windows and Mirrors: Children's Books and Parallel Cultures" (Rudine Sims Bishop); "Using a Literature-Based Program with Students with Reading and Writing Difficulties" (Linda Prentice and Patricia Tefft Cousin); "What It Takes to Have a Literature-Based Reading and Language Arts Program" (Julia Candace Corliss); "Celebrate Literacy: Cultivate Risk-Taking" (J. Dixon Hearne and Linda M. LeBlanc); "Building Bridges to Literacy: Merging Children's Spanish Literature and Social Studies" (J. Sabrina Mims); "The Westhoff Project: Creating a Whole Language School" (Darlene M. Michener); "Reading to Learn and Other Study Strategies: Transitions into Junior High/Middle School" (Olivette Scott Miller and T. Patrick Mullen); "Make Every Kid an Author" (Susan Abel and Andrea Street); "Would You Rather" (Evelyn Hanssen and Dorothy Menosky); "Sound Effects Stories" (Adria F. Klein); "The Writing Process and Cooperative Learning" (Beverly Young); and "Collaboration and Text Revision" (Margaret A. Atwell). (PRA)

ED 337 745 CS 010 713

Campbell, Tim K.
Reading Interest and Achievement: What Are the Implications for Male Disabled Readers?
PUB DATE- Dec 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Elementary Education; *Males; Qualitative Research; *Reading Achievement; *Reading Attitudes; Reading Difficulties; *Reading Interests; Reading Research; *Remedial Reading; Research Methodology
IDENTIFIERS- Oklahoma (Central)

A study examined the relationship between reading interest and achievement of male disabled readers. Subjects, 30 males aged 8 to 12 years and identified as disabled readers, were selected from a metropolitan school district in central Oklahoma. Subjects completed a reading interest questionnaire and a standardized reading test. The five subjects identified as

ED 337 763 CS 010 740

Andrews, Louise Parcell
The Use of Reading Study Guides To Enhance the Readability of High School Biology Texts.
PUB DATE- Jun 91
NOTE- 129p.; M.S. Practicum, Nova University. Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Biology; *Content Area Reading; Educational Research; Grade 10; High Schools; *Instructional Effectiveness; *Readability; Reading Achievement; Reading Assignments; School Surveys; *Science Instruction; Secondary School Science; *Study Guides
IDENTIFIERS- Student Surveys

A survey was administered to 10th-grade regular biology students to diagnose the cause for low achievement on chapter tests. Survey results verified teacher suspicion that students did not read textbook assignments when designated as homework and, as a consequence, this deficiency contributed to low achievement scores. A treatment included requiring additional homework in the form of a teacher-prepared Reading Study Guide (RSG) that accompanied each chapter and had to be completed while students read the assignment. To complete the individualized RSG, students were unable to skim the material but, instead, had to read the assignment thoroughly. Upon completion of the RSG, a pretest was administered and learning activities relative to the chapter objectives were presented, followed by a posttest. Cloze test results indicated improvement in student ability levels. Posttest scores increased significantly and the overall grade average on the RSG surpassed expectations. During treatment, cloze test results disclosed that student ability levels were not equivalent to reading stanine levels. Overall results provided evidence that Reading Study Guides were an excellent resource when used with students who have the potential to improve learning skills and increase achievement levels. The RSG treatment was successful as it highlighted course objectives, outlined important concepts and information, was used to study for tests, and encouraged students to read homework assignments. (Twenty-six tables and 2 figures of data are included; 18 references, survey instruments, a sample cloze test, a sample reading study guide, and 29 appendixes of data are attached.) (Author/RS)

ED 337 764 CS 010 741

A Nationwide U.S. Survey of Classroom Teachers' and Remedial Reading Teachers' Perceptions and Knowledge about Assessment of Disabled Readers: A Quantitative Analysis.
PUB DATE- 91
NOTE- 117p.; Prepared by the 1990-1991 International Reading Association (IRA) Disabled Reader Subcommittee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; National Surveys; Reading Research; *Reading Teachers; *Remedial Reading; *Student Evaluation; *Teacher Attitudes; Test Reliability
IDENTIFIERS- Teacher Surveys; United States

A study examined classroom teachers' and remedial reading teachers' perceptions and knowledge about assessment of disabled readers. Surveys were returned by 198 teachers chosen randomly from the membership roll of the International Reading

ED 337 782 CS 213 023

Purves, Alan; And Others
Prototype Measures of the Domain of Learning in Literature. Report Series 3.3.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Educational Testing; High Schools; *Literature; Test Format; *Test Theory
IDENTIFIERS- Aesthetic Reading; California; *Domain Referenced Tests; New York; Text Factors; Wisconsin

A study examined the results of an administration of a series of theoretically based prototype tests to 857 high school students in California, New York, and Wisconsin. By revising the existing framework of a prior study, tests were devised which attempted to measure three interrelated aspects of school literature: background knowledge, the ability to read and to articulate a written response, and preference (concluding aesthetic judgment of texts and general habits and beliefs concerning literature.) Results indicated that the three subdomains of knowledge, practice, and habits or preferences were more distinct than related, tending to interpenetrate each other to a lesser extent than curriculum planners and theorists might predict. Results also showed that knowledge affected practice but was not a substitute for it, the same being true for interests and qualities of reading. Results further demonstrated a distinction between demonstrating understanding of a text and articulating a sustained response to a text, and that reading and answering someone else's questions and writing out one's own understanding of a text were related but hardly equivalent. (Eight tables of data and 21 references are included; 4 appendixes provide a note on item classification, sample measures of the domain of literature learning, scoring guidelines and scale, and supplemental tables.) (PRA)

ED 337 783 CS 213 026

Holian, Gail C.; Chismar, Connie
A Different Dynamic: The Changing Role of the Teacher in the Writing Classroom.
PUB DATE- 19 Apr 91
NOTE- 10p.; Paper presented at the Annual Conference on Computers and English (4th, Old Westbury, NY, April 19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Centers; *Freshman Composition; Higher Education; Program Descriptions; Student Attitudes; *Teacher Role; *Teacher Student Relationship; *Word Processing; *Writing Laboratories; *Writing Teachers
IDENTIFIERS- Georgian Court College NJ

As the writing instructors at Georgian Court College, Lakewood, New Jersey (a four-year, Catholic, liberal arts college), moved from the classroom to the computer lab, new classroom dynamics resulted in positive changes and challenges in both teaching and learning. The writing center is located in a newly renovated building and includes 15 computers and 5 printers.

ED 337 803 CS 213 063

Marzano, Robert J.; And Others
The Effects of Three Types of Linguistic Encoding Strategies on the Processing of Information Presented in Lecture Format.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Classroom Research; Educational Research; Encoding (Psychology); Grade 9; Grade 10; High Schools; *Language Processing; *Learning Processes; *Learning Strategies; *Lecture Method; Listening; Notetaking
IDENTIFIERS- Knowledge Acquisition

Although there is general acceptance that information presented in formal learning situations must be encoded linguistically by the learner, there is little research on the differential aspects of various types of linguistic encoding strategies. A study sought to determine the differential effects of three linguistic encoding strategies on subjects' processing of information presented in lecture format. Subjects, 43 ninth and tenth graders in 3 classes, were assigned to one of 4 conditions: no linguistic processing (control); verbal linguistic processing; written linguistic processing; and structured linguistic processing. Subjects listened to a lecture and then took essay and objective tests. Results indicated that no one strategy was clearly superior to another. Additionally, evidence was found to support the assertion that strategy instruction might hinder information processing for more able students. (Two tables of data are included and 30 references are attached.) (Author/SR)

ED 337 804 CS 213 064

Nilsen, Alleen Pace, Ed.
Your Reading: A Booklist for Junior High and Middle School Students. Eighth Edition.
PUB DATE- 91
NOTE- 347p.; Prepared by the Committee on the Junior High and Middle School Booklist. For the previous edition, see ED 299 570.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Books; Junior High Schools; Junior High School Students; *Literature Appreciation; Middle Schools; Reading Interests; Reading Material Selection; Recreational Reading; Student Interests; *Supplementary Reading Materials
IDENTIFIERS- Middle School Students

This annotated bibliography for junior high and middle school students describes nearly 1,200 recent books to read for pleasure, for school assignments, or to satisfy curiosity. Books included are divided into six major sections (the first three contain mostly fiction and biographies): Connections, Understandings, Imaginings, Contemporary Poetry and Short Stories, Books to Help with Schoolwork, and Books Just for You. These major sections have been further subdivided into chapters; e.g. (1) Connecting with Ourselves: Accomplishments and Growing Up; (2) Connecting with Families: Close Relationships; (3) Connecting with Friends and Foes: School and

ED 337 823   CS 507 571

Swanson, Douglas J.
The Use of Negative Reinforcement in the Management of Television Newsrooms in the Southwestern U.S.
PUB DATE- 18 Jul 91
NOTE- 113p.; M.A. Thesis, Eastern New Mexico University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Employee Attitudes; *Employer Employee Relationship; *Job Performance; Job Satisfaction; *Negative Reinforcement; *News Media; Organizational Climate; *Organizational Communication; Television; *Work Environment
IDENTIFIERS- United States (Southwest)

A study highlighted the extent to which TV news directors and subordinates perceived negative reinforcement to be used to help establish working climate in their newsrooms, and examined the differences in their perceptions that working climate affects personal ability to do "best" work on the job. Twenty news directors and 40 subordinates from TV newsrooms randomly selected in Arizona, Colorado, New Mexico and Utah were surveyed for their perception of negative reinforcement techniques in use, and their ability to do best work within the working climate established. Rankings to statements involving perceptions of interpersonal communication, job satisfaction, and program ratings were obtained for ancillary data, and response means and standard deviation were determined. Results indicated that news directors overwhelmingly reported use of negative reinforcement, and reported less ability to do "best work" on the job. Results also showed that subordinates reported greater perception of negative reinforcement in use, but reported better interpersonal relationships and more job security than that perceived by news directors. Students and scholars of organizational communication will welcome this useful study of employee attitudes, and further research should concentrate on confirming the existence of negative reinforcement in TV newsrooms nationally. (One hundred twenty-six references and six appendixes including survey instruments and statistics are attached.) (Author/PRA)

ED 337 824   CS 507 572

Craig, Steve, Comp.
Images of Men and Masculinity in the Mass Media: A Selected Research Bibliography.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Feminism; Homosexuality; *Males; *Mass Media; Media Research; *Sex Role
IDENTIFIERS- *Masculinity; *Mens Studies

This bibliography lists 285 books and articles from the past 20 years which researchers or scholars interested in men's studies can use to investigate the portrayal of men or masculinity in the media. Many of the studies listed in this bibliography were clearly conceived as research on women rather than men, but offer insights into masculinity as well. Other studies in the bibliography examine the media's relationship to areas of special concern to men's studies: pornography, homosexuality,

ED 337 843 EA 023 124

Anderson, Mark E.
Principals: How To Train, Recruit, Select, Induct, and Evaluate Leaders for America's Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 133p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Evaluation; *Administrator Selection; Elementary Secondary Education; *Leadership; *Leadership Training; Personnel Selection; *Principals; *Recruitment; Staff Orientation

A comprehensive review of current thinking about the preparation, selection, induction, and assessment of school principals is provided in this digest. Methodology is based on a review of recent literature on the principalship and on interviews with several educators. Following an introduction, the first chapter examines inadequacies of principal training and describes strategies for improvement. The second chapter examines the ways in which principals are recruited and selected, offering suggestions for expanding the applicant pool and for selecting capable candidates. The induction process is examined in the third chapter, which describes problems and offers recommendations for the school district and beginning principal. The fourth chapter discusses the evaluation process, describing confidential feedback strategies and a sample evaluation program. A conclusion is that because the principal is a crucial factor of school effectiveness, school districts must systematically plan for principal preparation, selection, induction, and evaluation. Five tables and one figure are included. (82 references) (LMI)

ED 337 844 EA 023 289

Gibbs, Gladys J.
School-Based Management: Are We Ready?
PUB DATE- Apr 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrator Attitudes; *Educational Innovation; Elementary Secondary Education; *Principals; *School Based Management; *School Effectiveness; State Action; *Suburban Schools
IDENTIFIERS- *Texas (South)

Following a preliminary discussion of school effectiveness, school-based management (SBM) elements, changing roles for school community members, and common implementation problems, this newsletter summarizes a research project testing one school district's readiness for implementing SBM. The project attempted to determine the knowledge, experience, and attitudes of principals and vice-principals in a large suburban school district in South Texas. The survey instrument was distributed through the superintendent's office to approximately 100 campus administrators in the district. Survey data were analyzed by education level (elementary, middle, or high school), position, and experience. Although there were no significant differences in knowledge scores among administrators, the data analysis

ED 337 865 EA 023 384

Cohen, David K.; Spillane, James P.
Policy and Practice: The Relations between Governance and Instruction.
PUB DATE- 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Secondary Education; Governance; *Government School Relationship; Instructional Effectiveness; *Instructional Improvement; *School Restructuring; Theory Practice Relationship

The relationship between educational policy and instructional practice is explored in this paper, with a focus on the impact of state and federal policies on instruction. The relationship between government structure and policymaking is discussed in the first section, which concludes that conflict between rapidly expanding policymaking and fragmented governance is a hallmark of American education. The next three sections examine relations between policy and practice in terms of the following topics: (1) the specific sources of guidance for instruction; (2) changes in classroom practice as proposed by recent U.S. reforms; and (3) nongovernmental influences on instruction. A conclusion is that current reform efforts generally move toward greater state/national control of education. Reformers share the assumption that U.S. education is flawed and have offered proposals for far-reaching changes; the problem is the lack of availability of resources for radical change. Due to inherent systemic weaknesses such as politics and problems in instructional practice and guidance, grand visions collide with limited capacities for change. Reform efforts to reduce fragmentation are thus more likely to add several new and unrelated layers of requirements, creating further clutter and inconsistency. Drastic reform is possible but requires time, money, commitment, development of new texts, new exams, new curricula, much more attention to professional development, focus on long-term goals, reduction in the number of policies, a new vision, and patience. (LMI)

ED 337 866 EA 023 388

Williams, Ronny A.; Clouse, R. Wilburn
Humor As a Management Technique: Its Impact on School Culture and Climate.
PUB DATE- 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; *Educational Environment; Elementary Secondary Education; *Humor; Interaction; *Intergroup Relations; *Leadership Styles; *Organizational Climate; Organizational Communication; Teacher Administrator Relationship
IDENTIFIERS- *Tennessee

Ways in which humor is used as an administrative technique are explored in this paper, with a focus on its impact on school culture. Case study methodology is based on interviews with two principals and five staff members at a Tennessee high school. Following a review of transcript excerpts, the principal's use of humor is viewed through four frames--structural, human

ED 337 886 EA 023 412

Adams, Rebecca J.
New Jersey Business Pledges To Invest in Needy Children. Supporting Leaders for Tomorrow, Occasional Paper #10.
PUB DATE- Aug 89
NOTE- 21p.; For other titles in this series, see EA 023 403-405 and EA 023 408-415.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Corporate Support; *Educational Change; Elementary Secondary Education; Public Schools; *School Business Relationship; School District Autonomy; School Effectiveness; *School Organization; *School Restructuring
IDENTIFIERS- *New Jersey; *Partnerships in Education

This paper, written from the perspective of the child advocacy community, acknowledges the importance of the business community in the political process. The paper profiles the contrast between two New Jerseys, one of prosperity, the other struggling under excruciating poverty. The economic boom of the 1980s broadened the gap between wealthy suburbs and the depressed inner cities. Statistics cited demonstrate that New Jersey's children are in need. A report by the Committee for Economic Development, "Children in Need: Investment Strategies for the Educational Disadvantaged," influenced groups to form a collaboration. The Partnership for New Jersey, the New Jersey Business and Industry Association, and several other well-known groups in the state's education and human service communities formed the steering committee of the Invest in Children Coalition. This coalition exemplifies the types of support that businesses can give. Justification for the committee's starting point, early intervention, is given. The process started with a conference in May 1989, at which three major objectives were derived: to generate widespread and active support, to build a broad advocacy coalition, and to collaborate with others in the private and public sectors. Information on the Institute for Educational Leadership is appended. (RR)

ED 337 887 EA 023 413

Patrick, Cynthia L.
School Industry "Partnership Academies": Programs That Work. Supporting Leaders for Tomorrow, Occasional Paper #11.
PUB DATE- Sep 89
NOTE- 27p.; For other titles in this series, see EA 023 403-405 and EA 023 408-415.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Corporate Support; *Educational Change; High Schools; Public Schools; *School Business Relationship; School District Autonomy; School Effectiveness; *School Organization; *School Restructuring
IDENTIFIERS- *California; *Partnerships in Education

California's Partnership Academies tangibly reflect not just rhetorical involvement but meaningful direct private-sector participation in the education process. The Partnership Academies and their link to vocational education are compared with other programs like Adopt-a-School and the Boston Compact. The roots of the academy are traced to similar programs like Philadelphia's Peninsula Academy which began in 1968. The

ED 337 910 EA 023 441

Thompson, David C.; And Others
Educational Fiscal Equality in Kansas under the School District Equalization Act: Consultants' Analysis on Behalf of Plaintiffs in Newton USD et al v State of Kansas. Consultants' Report.
PUB DATE- Sep 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Court Litigation; *Educational Equity (Finance); Elementary Secondary Education; *Equalization Aid; Expenditure per Student; Finance Reform; *Fiscal Capacity; Public Schools; *Resource Allocation; School Districts; *State Courts; Tax Effort
IDENTIFIERS- *Kansas

An analysis of the effect of the Kansas School District Equalization Act (SDEA) of 1973 on public school financing is provided in this consultants' report on behalf of six plaintiff school districts in "Newton United School District 373 et al., v. the State of Kansas." Following an introduction, the second section sets forth the initial framing of the report in the context of the present action, citing analyses of other Kansas lawsuits. Section 3 reviews the broad parameters and features of the SDEA as it particularly affects this analysis, and the fourth section elaborates the framework used to evaluate the SDEA. Section 5 presents a statistical assessment of SDEA performance under selected equity standards--resource accessibility, wealth, neutrality, and taxpayer equity. Conclusions about the relationship between the statistical analysis and actual effects of the SDEA are offered in the sixth section, and a final synthesis is provided in the final section. Findings indicate that public school financing in Kansas is characterized by continued wealth-related opportunity, inequitable enrollment category classification, and a highly differentiated tax load. The recommendation is made to change the equalization formula that defines educational needs by inequitable enrollment categories. Sixteen tables are included. (12 references) (LMI)

ED 337 911 EA 023 442

Thompson, David C.; And Others
Fiscal Equity in Kansas under the School District Equalization Act: Consultants' Analysis on Behalf of Turner USD 202 in Mock v State of Kansas.
PUB DATE- Sep 91
NOTE- 38p.; Addendum to ED 326 932.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Court Litigation; *Educational Equity (Finance); Elementary Secondary Education; *Equalization Aid; Expenditure per Student; Finance Reform; *Fiscal Capacity; *Resource Allocation; School District Spending; *State Courts; Tax Effort
IDENTIFIERS- *Kansas

Updated information is provided in this addendum to an original report that assessed the equity of the Kansas School District Equalization Act (SDEA) from 1973 to 1988. This consultants'

ED 337 932 EC 300 674

Coston, Patricia A.
Increasing the Identification of Preschool Students At-Risk for a Specific Learning Disability.
PUB DATE- May 91
NOTE- 65p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Diagnostic Tests; Eligibility; *Handicap Identification; *High Risk Students; *Language Handicaps; *Learning Disabilities; Preschool Children; Preschool Education; *Student Evaluation; Teacher Role

This practicum project attempted to increase the identification of pre-K students at risk for a specific learning disability and to identify appropriate diagnostic procedures and assessment instruments. The project's objectives included increasing pre-K teachers' awareness of academic and behavioral indicators of a specific learning disability. Eleven students, 4 and 5 years of age, who were identified as severely language impaired (SLI), became the target population and were assessed for eligibility for the learning disability program using the following measures: the Developmental Indicators for the Assessment of Learning-Revised (to assess the areas of motor, concept, and language development); the Woodcock-Johnson Tests of Cognitive Ability-Revised (to assess processing abilities); and the Test of Early Math Ability-2 and the Test of Early Reading Ability-2 (to measure pre-academic growth in these areas). Over 80 percent of the subjects were found eligible for the learning disability program. Teachers increased their awareness and rated the specific assessment measures positively. Appendixes include forms for the pre/post SLI Survey of teachers, the pre-K SLI Activity Evaluation, and the pre-K SLI Interview. Includes 23 references. (DB)

ED 337 933 EC 300 675

Hobbs, Tim; Allen, William T.
Preparing for the Future: A Practical Guide for Developing Individual Transition Plans.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 89
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Education Work Relationship; Formative Evaluation; High Schools; Individualized Education Programs; *Individualized Programs; Meetings; *Mental Retardation; Parent School Relationship; Planning; Policy Formation; Program Development; *Program Implementation; *Transitional Programs; Workbooks
IDENTIFIERS- *Individualized Transition Plans

This workbook and guide offers a step-by-step procedure for establishing and implementing transition programs, for use by educators of students with intellectual handicaps in cooperation with students, parents, and related agency personnel. The guide is divided into six sections, each of which includes several workbook activities. The first section

ED 337 952 EC 300 694

The Power To Choose: An Examination of Service Brokerage and Individualized Funding as Implemented by the Community Living Society.
PUB DATE- 91
NOTE- 192p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Programs; *Decision Making; *Delivery Systems; *Financial Support; Foreign Countries; Individualized Programs; *Mental Retardation; *Personal Autonomy; Planning; *Services
IDENTIFIERS- British Columbia (Vancouver); Canada; *Human Service Brokerage; Individualized Funding

This report evaluates how effective the brokerage system operated by the Community Living Society in Vancouver (British Columbia) has been in meeting the needs of individuals with a mental handicap living in the community. The program stresses service brokerage, a mechanism to deliver the planning resources required to arrange and purchase community services, and individualized funding, under which individuals receive funding directly or have status in determining how funding will be spent on their behalf. Chapter 1 presents a framework for evaluation and identifies the decision-making criteria used in the study involving 20 interviews. Chapters 2 through 6 examine the impact that service brokerage and individualized funding have had in terms of each of these criteria. Accordingly, Chapter 2 examines access to planning resources; Chapter 3, access to funding according to individual need; Chapter 4, accountability to individuals in decision-making; Chapter 5, the range of alternatives for community-based services; and Chapter 6, securing the status of individuals' close family and friends in the decision-making process. Chapter 7 assesses the applicability of service brokerage and individualized funding to other groups, and Chapter 8 outlines conclusions. Among appendixes are details of the study methodology and an article, "Individualized Funding in Relation to the Canada Assistance Plan," by Sherri Torjman. Includes 37 references. (DB)

ED 337 953 EC 300 695

Literacy and Labels: A Look at Literacy Policy and People with a Mental Handicap.
PUB DATE- 90
NOTE- 126p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Community Programs; Delivery Systems; Educational Attainment; Foreign Countries; Incidence; *Literacy; *Literacy Education; *Mental Retardation; *Policy Formation; *Public Policy; *Remedial Reading
IDENTIFIERS- *Canada

This report documents a study examining levels of literacy among 2,948 Canadian adults with a mental handicap. Chapter 1 examines different approaches to defining literacy and

ED 337 973 EC 300 715

Kirby, Julia, Ed.
The Texas Early Childhood Intervention Program, 1990. ECI:
Helping Families from the Beginning.
PUB DATE- Aug 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Programs; *Congenital Impairments;
*Developmental Disabilities; *Early Intervention; Family
Programs; *Human Services; Infants; Parent Participation;
Preschool Education; Program Implementation; State Programs;
Toddlers
IDENTIFIERS- *Developmental Delays

The Texas Early Childhood Intervention (ECI) Program is an interdisciplinary, interagency program established with the belief that programs working in partnership with parents will best serve the needs of infants and toddlers with developmental delays. Services for the children include physical therapy, occupational therapy, speech/language therapy, training in self-help skills, social activities, and developmental training. Services for the families include education, training in skills to help their children, support groups, counseling, and transportation. This 1990 report of the ECI Program describes: the system of services for infants and toddlers with developmental delay; activities on the state and local level; the effectiveness of the services; the state and local organization; and future needs. The report provides statistics on families in need, services offered, and public awareness. The report also notes the program's administration, history, growth since 1982, data management, and funding. (JDD)

ED 337 974 EC 300 716

Nathanson, Jeanne H., Ed.
Postsecondary Education for Individuals with Disabilities.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials
(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- American Indian Education; Deafness; *Disabilities;
Education Work Relationship; Emotional Disturbances;
Employment; Head Injuries; Information Centers; Injuries;
*Intervention; Models; *Postsecondary Education; *Supported
Employment

This newsletter theme issue contains several articles on postsecondary education for individuals with disabilities. "Supported Education for People with Psychiatric Disabilities...Issues and Implications" (Karen V. Unger) describes three prototypes for postsecondary education of individuals with psychiatric disabilities--the self-contained classroom, on-site support, and mobile support. "Postsecondary Education for Students Who Are Deaf...A Summary of a National Study" (John G. Schroedel and Douglas Watson) describes four study components: the postsecondary programs themselves, the students attending, the alumni, and state vocational

ED 337 993 EC 300 735

Kovach, JoAnne; Jacks, Robert

Program Evaluation Using the Project Dakota Parent Satisfaction Survey. A Manual for Administration and Interpretation of Findings Using a Validated Instrument.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE- Jun 89

NOTE- 91p.; For related documents, see EC 300 734-736.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Data Collection; *Disabilities; *Early Intervention; *Evaluation Methods; *Parent Attitudes; Parent Education; *Participant Satisfaction; Preschool Education; *Program Evaluation; Rating Scales; Surveys

IDENTIFIERS- *Dakota Parent Satisfaction Survey; Minnesota (Dakota County)

This manual presents an instrument (the Dakota Parent Satisfaction Survey) and procedures for evaluating parent satisfaction with early intervention programs. The survey procedures have been used to evaluate seven early intervention programs each year since 1985. Development of the Survey is discussed, including the identification of program goals, drafting and refining of questions for each goal, wording of the response scale, use of a response adjustment factor when parents skip a question, and development of evaluation criteria. Use of survey results to develop a Program Evaluation Report is then detailed with a sample form provided. Survey procedures are explained for four phases, including: (1) conducting the survey (a timetable for conducting and analyzing the survey are suggested and sample cover letters included); (2) calculating results (suggestions for tabulating results and compensating for low response rates are offered); (3) establishing and applying criteria (reflecting both parents' expectations and agency expectations); and (4) interpretation. Appendixes provide additional sample forms and results of applying this evaluation approach. Includes 13 references. (DB)

ED 337 994 EC 300 736

Kjerland, Linda; Eide, Kathleen Corrigan

Project Dakota: Early Intervention--Tailor Made. Revised.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE- Apr 90

NOTE- 19p.; For related documents, see EC 300 734-735.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Demonstration Programs; *Disabilities; *Early Intervention; Evaluation Methods; Family Programs; Goal Orientation; Home Programs; Infants; Interdisciplinary Approach; *Needs Assessment; Parent Education; *Parent Participation; Preschool Education; Program Descriptions; Teamwork; Young Children

IDENTIFIERS- *Minnesota (Dakota County); Project Dakota MN

This booklet presents principles of Project DAKOTA, a

ED 338 014 FL 019 185

Kasper, Gabriele; Dahl, Merete
Research Methods in Interlanguage Pragmatics. Technical Report #1.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 91
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC0[illegible] Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Data Collection; *Interlanguage; *Language Research; *Pragmatics; *Research Methodology; *Second Language Learning

Methods of data collection are reviewed that were used in 39 studies of interlanguage pragmatics, defined narrowly as the investigation of non-native speakers' comprehension and production of speech acts, and the acquisition of second language-related speech act knowledge. Data collection instruments are distinguished according to the degree to which they constrain informants' responses, and whether they tap speech act perception/comprehension or production. A main focus of discussion is the validity of different types of data, particularly their adequacy to approximate authentic performance of linguistic action. It is concluded that there is a clear need for more authentic data, collected in the full context of the speech event, and for comparative studies of the validity of different elicitation techniques. Contains approximately 55 references. (Author/LB)

ED 338 015 FL 019 431

Supnick, Roberta M.
Intercultural Business Communication Coursework Designed To Promote Rhetorical Sensitivity.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; *Classroom Techniques; *Course Descriptions; *Cultural Awareness; Higher Education; *Intercultural Communication; *International Trade

Understanding complex communication processes and problems requires careful attention to all three facets of the rhetorical condition: audience, constraints, and exigence Constraints that involve multicultural communication variables will require particular focus as instructors encourage the business student's ability to remain rhetorically sensitive. It is suggested that intercultural communication activities should be planned in order to learn to consider audiences more carefully. Two course projects that work well with college audiences are presented, including tips on facilitating classroom discussion and evaluating student efforts. A list of suggested intercultural business communication resources and exercises is appended. (VWL)

ED 338 016 FL 019 493

Lampi, Mirjaliisa
Business Negotiations: Linguistic Strategies and the Company Agenda.
PUB DATE- Apr 90

ED 338 036 FL 019 652

Diptoadi, Veronica L.
Effects of Prereading Strategies on EFL Reading by Indonesian College Students Having Different Characteristics.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Regional Language Centre Seminar (Singapore, April 22-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Comparative Analysis; *English (Second Language); *Field Dependence Independence; Foreign Countries; Higher Education; Language Research; *Reading Achievement; Reading Comprehension; Reading Skills; Reading Tests; *Second Language Instruction; *Verbal Learning
IDENTIFIERS- Indonesia; Keyword Method (Second Language Learning); *Prereading Exercises

An Indonesian study on prereading strategies for reading in English as a Foreign Language (EFL) is reported. Three areas were examined: (1) differences in the reading achievement of groups receiving AO ("advance organizer" or meaningful verbal learning, based on the learning theory of David Ausubel) techniques or "Daftar Kata-Kata Pokok" (DKP, or key-word) techniques; (2) differences in reading achievement of good and poor readers; and (3) differences in reading achievement of field-independent and field-dependent subjects. Second-semester English Department students at four private universities in Surabaya, Indonesia, were tested. The following findings are noted: (1) the AO technique can improve reading comprehension when compared to DKP techniques, but not when the test items measure only the ability of near transfer; (2) in multiple-choice and cloze-diagram tests, poor readers do not show much improvement in comprehension, but the AO technique could improve their comprehension; and (3) field-independent subjects have better reading achievement than field-dependents, but the AO technique can further improve the latter's comprehenison. A reading test is included. Contains 44 references. (LB)

ED 338 037 FL 019 664

Ellis, Rod
The Interaction Hypothesis: A Critical Evaluation.
PUB DATE- Mar 91
NOTE- 46p.; Paper presented at the Regional Language Centre Seminar (Singapore, April 22-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Countries; *Interaction; *Language Proficiency; *Linguistic Competence; Linguistic Input; *Linguistic Theory; *Oral Language; Second Language Learning

The oral interaction hypothesis, proposed by Long and investigated by Pica, in second language (L2) acquisition is critiqued. The interaction hypothesis advances two major claims about the role of interaction in L2 acquisition: (1) comprehensible input is necessary for L2 acquisition; and (2) modifications to the interactional structure of conversations that take place in the process of negotiating a communication problem help make input comprehensible to an L2 learner.

(education, reading/writing, mathematics, interpersonal/communication, advancement opportunity, and other); and (3) job and skill requirement matrix listing the relative importance of a high school diploma, postsecondary education, and a variety of skills (reading, writing, math, arithmetic, algebra, algebra plus, communications, interpersonal, typing, word processing, filing, computer literacy, and bilingual). An appendix describes five essential work skills: punctuality, attendance, ability to communicate, positive attitude, and teamwork. (KC)

ED 337 573 CE 058 173

Marketing Your Program. Leveraging Resources To Provide Employment and Vocational Training.
PUB DATE- 90
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Distributive Education; *Information Dissemination; Job Training; *Marketing; *Publicity; Retailing; Salesmanship; Vocational Education
IDENTIFIERS- *Direct Mail Campaigns

This workbook can be used to publicize employment training programs and in dissemination efforts for projects. The workbook is organized into three major sections. The first is a series of key questions about important project ideas, activities, and experiences. Categories include community context, general vocational issues, project information, final comments, and interview with program participants. This is followed by a section that develops market planning strategies for materials and services. Questions in this section fall under the following headings: (1) the product; (2) the rights; (3) the history; (4) the market; and (5) other considerations. A list of resources used for planning marketing campaigns (7 organizations, 49 publications, and 6 sources of mailing lists) is provided. The workbook includes an article titled "Planning Your Marketing and Dissemination Strategies," by Bob Stimolo. Seven marketing issues are explored: (1) know your market; (2) use promotional techniques; (3) initial planning; (4) response plans; (5) announce your project; (6) networking; and (7) plan for direct mail. Knowledge of major characteristics of direct marketing, mailing lists, the offer, timing, copy/art, and features and benefits are the components of direct mailing discussed. In addition, a sample cover memo and press release are included. (NLA)

ED 337 574 CE 058 613

Searle, Jean
Communication at Work: An Ethnography of Checkout Operators.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 91
NOTE- 136p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; Communication Research;

Outcomes of Education; Retraining; Skill Development; Technical Education
IDENTIFIERS- *Organizational Culture

Case studies examined the context and impact of training in three factories: a bakery, a circuit assembly plant, and a plant that produces microchips. Cookie-Foods, Inc. used Statistical Process Control (SPC) and a course on problem solving to increase the operators' productivity. Impact of the SPC program was limited, because workers who collected data did not know how the data were used. The course had only a limited impact on worker behavior because it was not connected to organizational change. Circuit, Inc.'s team members acquired skills on the job. Changes in the plant's function and mission within the parent company were limiting the team system as a vehicle for training. Intent on changing plant culture, Electro, Inc.'s management introduced all operators to a course on Deming's principles of quality control and organized seminars for supervisors. Seminars resulted in structural changes in the plant's process. Common themes from the case studies were as follows: (1) training is a vehicle for organizational development; (2) evaluation of training impacts should consider its ability to support organizational change and the change's depth and scope; (3) training cannot be separated from the economic and strategic context; (4) training must be linked to an organization's structure and process; (5) training programs partly reflect the ongoing politics of organizational change and development; (6) workers' competence is linked to the dynamics of a problem situation; (7) training must be based on principles of adult education; and (8) trainers cannot control the training encounter but must be open to surprises. (YLB)

ED 337 592 CE 059 079

Grubb, Ralph E.
Training in the Workplace: An IBM Case Study. Contractor Report.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Feb 90
NOTE- 80p.; For the assessment to which this report is background, see ED 326 622.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Business Responsibility; Computer Uses in Education; Continuing Education; *Corporate Education; *Corporate Support; Educational Development; Educational Research; *Educational Technology; Education Work Relationship; *Labor Force Development; *On the Job Training; Postsecondary Education; School Business Relationship; Staff Development
IDENTIFIERS- *IBM Corporation; *Organizational Culture

International Business Machines Corporation's (IBM) efforts to develop a corporate culture are associated with its founder, Thomas J. Watson, Sr. From the start of his association with the company in 1914, the importance of education was stressed. The expansion of the education and training organization paralleled IBM's 75-year growth. In January 1988, IBM created a corporate office of education with a director of education who has worldwide responsibility. IBM's education strategy has the following structure: key jobs are identified; training is aligned with jobs; a common course catalog and curricular roadmaps provide guidance for individual development and skills planning; quality processes and measurements are identified; and career paths provide for professional growth and continuity of educational staff. Benefits from the application of and high school graduates or less. Several reasons account for the labor shortage: low wages; lack of benefits, career advancement, recognition, and full-time hours; inadequate training and supervision; burnout; transportation problems; and worker isolation. Trends affecting the home health industry include the following: the increasing elderly population; decreasing availability of family caregivers; escalating health care costs; the AIDS epidemic; and limits to nursing home admissions. Standardized training and certification would increase continuity and quality of care, establish minimum criteria for workers, provide for consistency and uniformity of workers' training and skill levels, and provide credentials. Action is being taken through public policy changes, coordinated funding and policies, state-mandated wage and benefit levels, agency coalitions, work life improvements, and worker-owned agencies. (18 references) (NLA)

ED 337 610 CE 059 198

Further Education Colleges and Inner-City Regeneration. Strategies for Action.
PUB DATE- 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *College Role; Foreign Countries; Higher Education; *Inner City; Older Adults; Resource Allocation; School Community Programs; *School Community Relationship; *School Involvement; Unemployment; *Urban Renewal
IDENTIFIERS- England

A study explored the roles of three British further education colleges in different inner-city geographical settings in initiating and supporting inner-city regeneration. Selected colleges initiated and contributed toward local regeneration during 1989-90. The project identified an increasing recognition that there were social and economic problems peculiar to the inner-city environment. The level and combination of problems affecting many inner-city environments and their population and their geographical concentration made inner-city areas need special initiatives. A number of key issues that affected the processes of inner-city regeneration were identified (institutional context and image; needs analysis; links with other agencies and groups; finance and resources; role of senior management and college organization; meeting needs and support for nontraditional entrants; recording, monitoring, and evaluating performance; and outcomes). In many cases, these issues were found to be interconnected so that action or choices in one area affected a college's response in another. (Appendixes, amounting to almost one-half of the report, include a checklist of regenerative initiatives and activities, expansion of some concepts in the report, a list of organizations concerned with inner-city regeneration, examples of college regeneration projects, a note on Training and Enterprise Councils, and a glossary.) (YLB)

ED 337 611 CE 059 199

Whitney, Terry A.
Architectural Drafting: Commercial Applications. Teacher Guide.
PUB DATE- 92

training provision available in the member states; and (3) promotion of the exchange and partnerships in the field of training and research. The competitiveness of small and medium enterprises depends on training policies. Three priority training measures are as follows: training of SME employees; provision of information, advice, and assistance to SMEs; and exchange of experience and cooperation. CEDEFOP developed guides on management training in order to transform training needs into demand and establish a balance between training supply and training demand. Following some promotion and development schemes, evaluation/application activities were launched. Information was collected on training provisions, management training, existing databases, and distance learning enterprises. Promotion of information exchange and partnerships has occurred in Italy, Spain, Germany, Belgium, France, Luxembourg, and other European nations. The report concludes with eight observations by SME experts collaborating with CEDEFOP. These observations concern not only the activities of the Centre, but also the whole set-up of community action for SMEs and are included for their value to the commission's reflections on the programs it is now implementing. Seventeen references are included.) (NLA)

ED 337 629 CE 059 251

Hendrickson, Henry
Work Experience Handbook. Bulletin #6423.
PUB DATE- 86
NOTE- 264p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission Criteria; Course Content; *Curriculum Design; Educational Philosophy; Employment Opportunities; High Schools; *Instructional Materials; Instructor Coordinators; Job Placement; Needs Assessment; Occupational Safety and Health; Problem Solving; Program Development; Program Evaluation; *Program Implementation; Publicity; School Business Relationship; School Safety; Student Employment; *Work Experience Programs
IDENTIFIERS- Wisconsin

This instructional manual presents work experience program coordinators with special methods, competencies, and strategies for organization, implementation, and evaluation. The manual contains 13 sections: (1) assessing program potential; (2) philosophy development; (3) initial organizational steps; (4) student selection process; (5) job placement; (6) job site development; (7) publicity; (8) outside agencies and services; (9) safety and health; (10) strategies to minimize problem areas; (11) program evaluation; (12) course content ideas; and (13) three appendices. The appendices include the following: Wisconsin Department of Public Instruction resources, Wisconsin Department of Health and Social Services Resources, and additional resources and work experience bibliography (57 references). Sample forms are included throughout the manual. Also included with this document are the following related handouts: guide for the employment of minors, Wisconsin's labor standards laws, work experience rationale, work experience education, and Wisconsin administrative code regarding child labor. (NLA) need for legislation; committee views and an explanation for them; Congressional Budget Office cost estimate; committee cost estimate; inflationary impact statement; oversight findings of the committee; oversight findings and recommendations of the committee on government operations; section-by-section analysis; and additional views. (KC)

ED 337 648 CE 059 303

Explore Your Future: Careers in the Natural Gas Industry.
PUB DATE- 88
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; *Career Exploration; Case Studies; *Fuels; High Schools; *Occupational Information; Paraprofessional Personnel; Professional Occupations; Simulation; *Utilities

This career awareness booklet provides information and activities to help youth prepare for career and explore jobs in the natural gas industry. Students are exposed to career planning ideas and activities; they learn about a wide variety of industry jobs, what workers say about their jobs, and how the industry operates. Five sections are included: (1) "This Booklet Will Help You Explore Careers in the Natural Gas Industry"; (2) "Introducing America's Natural Gas Industry"; (3) "Working in the Natural Gas Industry"; (4) "Meet Some Gas Industry People"; and (5) "Now Take Action! You Make Decisions on These Two Simulations". The two simulations are "Assign Production Workers to Their Tasks" and "Keep Transmission and Distribution Jobs Filled." An appendix, "Appropriate Responses for Simulations," is included. In section three, 19 jobs are profiled: accountant; clerk typist; computer programmer/analyst; credit investigator; customer service representative; construction equipment operator; consumer affairs representative; dispatcher; drafting technician; editorial representative (writer); engineer; governmental affairs manager; lawyer; leakage inspector; maintenance worker; marketing representative; meter reader; personnel manager; and rate engineer. (NLA)

ED 337 649 CE 059 308

Nelson, Lucie, Ed.
Building a Workforce for the South. Proceedings of the Regional Workplace Literacy Conference (Atlanta, Georgia, June 21-23, 1990).
PUB DATE- Jun 90
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Corporate Support; Curriculum Development; Educational Opportunities; Education Work Relationship; Government Role; Industrial Training; *Job Training; *Labor Force; Policy Formation; Skill Development; Unions
IDENTIFIERS- United States (South); *Workplace Literacy

The focus of this conference workplace literacy in the South is the need for cooperation and collaboration among policy-makers, business and industry, labor, and education providers. The involved in community and adult education programs, staff development, and youth, community, and social work organizations. The introduction explores a theoretical basis for participative learning and defines terms. Chapter 1 examines program planning issues and includes some useful checklists. Chapter 2 addresses mixing the group, selecting warm-up exercises, networking, and developing facilitating skills. Chapter 3 promotes thinking about community work values and the stages involved in a community work approach. Exercises encourage participants to share their understanding and practice and to consider the links between this practice and the underlying aims of community work. Exercises in Chapter 4 provide a structure for examining work with community groups, developing a theoretical approach, and recording experience. Chapter 5 explores the purpose and functions of committees. Exercises encourage participants to share experiences of committees, examine roles and desirable qualities of officers and members, and tackle relevant problems for workers and committee members. Chapter 6 outlines practical ways to keep track of participative learning. The handbook contains over 60 exercises with the following parts: a summary, aims, warm-up exercise; additions or variations, and necessary handouts, worksheets, and working papers. Appendixes include 28 working papers for use in exercises, useful contacts, and 38 useful books. (YLB)

ED 337 668   CE 059 338

Career Skills Enhancement Program. Project Evaluation Report for 1990-1991.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 80p.; Cover title is "Final Evaluation of Career Skills Enhancement Program." For a related report, see ED 336 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Career Development; *Career Planning; Counseling Services; Curriculum Development; *Government Employees; Job Skills; Measures (Individuals); Program Evaluation; Student Placement; Student Recruitment; Teacher Education; Tutoring; Work Attitudes
IDENTIFIERS- California (Santa Clara County); *Workplace Literacy

An evaluation examined how the Career Skills Enhancement Program identified and met the workplace literacy and basic skill needs of employees of the Santa Clara County (California) Office of Education. Data were collected through surveys, interviews, program records, participant evaluations of workshops, evaluator observations, and skill level assessments. Results were obtained on six program objectives: job skills study, curriculum development, awareness/recruitment campaign, tutor training and support, student placement and Individual Enhancement Process, and support services. Career enhancement workshops, support groups, and other support services were also evaluated. A series of specific outcomes that were predicted in the proposal were evaluated: participation rate, literacy achievement, and job performance in terms of promotion, professional aspirations, and self-esteem. Though the program did not reach its numeric targets for enrollment, the project was a successful venture. Several of the outcome measures were achieved, and many participants had very positive experiences.

PUB DATE- 90
NOTE- 935p.
LANGUAGE- English
EDRS Price- EDRS Price - MF06/PC38 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; *Building Trades; Carpentry; Classroom Techniques; *Construction (Process); *Course Content; Course Descriptions; Curriculum Guides; *Educational Resources; High Schools; Job Skills; *Learning Activities; Lesson Plans; Teaching Methods; Test Items; Tests; Units of Study

This packet contains a curriculum guide, a set of lesson plans, a student manual, and a competency test packet for the Building Trades II course, the second year of a 2-year, 2-unit (350 hour) preemployment program for students in grades 11-12. This technical course is designed to develop the basic skills associated with builders. An additional 175 hours of enhancement learning is contained in these materials for districts offering Building Trades II as a 3-unit (525 hour) program. The course addresses the common essential elements for trade and industrial education dealing with leadership, employment and postsecondary training, entrepreneurship, safety, human relations and personality development, and personal business management. Following a list of common essential elements, the lessons cover carpentry, masonry, residential electricity, painting and decorating, and plumbing. The curriculum guide contains: lists of the essential elements common to all trade and industrial courses and of the essential elements specific to Building Trades II; an instructional delivery outline; a list of unit objectives and objectives specific to each topic; a list of resources; and suggestions for modifying the materials for special populations. Each lesson plan provides a list of essential elements for that lesson, objectives, identification of type of lesson, tools or equipment, materials, teaching aids, references, and activities. The student materials manual includes information sheets, assignment sheets, and job sheets, with answers to assignment sheets. The competency test package contains tests, for each lesson, that can be used either for pretests or posttests. (Answers are provided in the lesson plans.) (KC)

ED 337 686 CE 059 366

Clark, Sylvia
Guidelines for Conducting a Quality Career Investigation Program.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 90
NOTE- 196p.; For related documents, see CE 059 367-368. Chapter 4 contains no appendices.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Exploration; Career Guidance; Curriculum Development; Curriculum Guides; Grade 7; Grade 8; *Instructional Development; Junior High Schools; *Public Relations; *Special Needs Students; Teaching Guides; Work Experience Programs

These guidelines for new and experienced educators conducting a career investigation program are the basis for revision of vocational education in Texas. Career investigation, a seventh-

A nontraditional degree program for adult students at Southwest Texas State University instituted a bulletin board system (BBS) in support of required courses in both the undergraduate and graduate degree programs to provide information, communication, and mentoring. The BBS was especially useful to students in preparing their portfolios of life experiences, for which they could be granted as much as 24 hours of credit. When the BBS was started, it was expected that it would provide only support and interaction. After the first semester, it became clear that some students were interested in using the BBS for new learning activities. A research hypothesis was formed that adults with certain learning styles as measured by Kolb's Learning Styles Inventory (LSI) (concrete experience and active experimentation) are more likely to select electronically mediated learning strategies to assist them in learning. Observation correlated with learning styles research using Kolb's LSI supported the hypothesis. The BBS program is recommended for educational activities for adults, because it provides interaction that is not time specific, it allows for quick feedback on homework and assignments, and it is a new avenue for learning. (The requirements for bachelor's and master's degrees in the nontraditional program are described in the report.) (KC)

ED 337 705 CE 059 486

Miller, Aaron J., Ed.
Applications of Computer Conferencing to Teacher Education and Human Resource Development. Proceedings from an International Symposium on Computer Conferencing (Columbus, Ohio, June 13-15, 1991).
PUB DATE- 91
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Computer Assisted Instruction; Computer Networks; Computer Software; *Computer Uses in Education; Distance Education; Educational Research; Educational Technology; Higher Education; *Labor Force Development; *Online Systems; Postsecondary Education; Research Methodology; Rural Education; *Staff Development; *Teacher Education; *Teleconferencing

This document contains the texts of seven invited presentations and six juried papers from a symposium on the uses of computer conferencing in teacher education and human resource development. The invited presentations include the following: "Computer Conferencing in the Context of Theory and Practice of Distance Education" (Michael G. Moore); "An Introduction to Computer Conferencing: A Look at Software Available in the Academic World" (Alex Cruz); "Delivering Credit Courses by Computer and Other Observations" (Donald R. McNeil); "The Fully Electronic University, or, Mind Expansion without Drugs" (Edward B. Yarrish); "Teaching by Computer Conferencing" (Linda Harasim); "Guidelines for Conducting Instructional Discussions on a Computer Conference" (Mark E. Eisley); and "Developing a Learning Community in Distance Education" (Robin Mason). Juried papers are as follows: "Extending the RJ-11 Connection for Audio and Computer Conferencing" (Larry Hudson, Robert Paugh, and Phyllis Olmstead); "Telecommunications Networks in Action: An Inter-University Project" (Constance Pollard, and Valerie Akeyo); "Electronic Mail, Conferencing, and Student Teaching" (Paul E. Post); "A Focus Group Report on Religious On-Line Education" (James T. Roberson, Jr.); "Research and Development seen as having advanced beyond merged self-object representations, but reflects impairment in the developmental level prior to the full integration of part self- and object-representations into whole representations. Fourteen assessment scales are delineated and their contributions to the understanding of object relational phenomena of borderline pathology are reviewed. The measures appeared generally to validate constructs of object relations theory related to borderline personality disorder in terms of diagnostic implications, qualitative descriptions, and therapeutic outcome. Further research with the instruments is recommended to increase confidence in validity levels and widen utilization by clinicians. (Author/LLL)

ED 337 725 CG 023 720

Gilliland, Kevin Clark
Cervical Cancer: A Review of the Psychosocial Factors Following Treatment.
PUB DATE- Aug 91
NOTE- 52p.; A Doctor of Psychology research paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Cancer; *Emotional Adjustment; Females; Intimacy; Physical Health; *Psychological Needs; Psychological Patterns; Research Methodology; Research Needs; Self Esteem; Sexuality; *Social Adjustment; Social Influences
IDENTIFIERS- *Cervical Disease; *Psychosocial Factors

Cervical cancer is a diagnosis that has a profound psychosocial impact, constituting a physical and emotional crisis for patients as well as family. In general, research indicates that the choice of treatment and the stage of the disease are instrumental in determining the psychosocial adjustment. Disruptions are likely to occur in self-esteem, sexuality, intimacy, and communication. The complexities of both the disease and the treatment of cancer make research design a difficult task. While a few researchers have been able to define and operationalize important factors, the research in general is lacking in well controlled studies. Variables such as age of the patient, stage of the disease, pre- and post-treatment functioning, and the treatment approach are important components that affect the rehabilitation process. All of these areas need better control and further assessment in future studies. In regard to rehabilitation, strategies need to address the patient as well as her partner. The psychosocial intervention should include a strategy that considers emotional needs and conveys accurate information and education about diagnosis, treatment, and rehabilitation. While intervention is necessary at the early stages of treatment, it is essential that it continue in order to address long-term adjustment issues frequently found with cancer patients. (LLL)

ED 337 726 CG 023 721

Wilson, Nan Kelly
Helping Dysfunctional Recovering Drug-Addicted Mothers To Build Healthy Families by Enhancing Parenting Skills and Providing Opportunities for Bonding.
PUB DATE- 91
NOTE- 123p.; Doctoral practicum report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

having the lowest measures in reading interest and reading achievement were chosen for qualitative analysis which included classroom observation in the regular classroom and in the reading disability lab. Observations occurred over a 5-week period. Classroom observations indicated that: (1) while relatively little time was spent reading, all of the subjects indicated that reading was an important factor in all of life; (2) talking was observed, yet subjects commented that they did not want to share books orally to their classmates; (3) little movement to the bookshelf was apparent, yet reading was deemed important; (4) subjects were inattentive to books and reading material; (5) all subjects said that the one thing they could do better in reading was to read; and (6) a relationship between reading interest and reading achievement was indicated. Findings indicated that male disabled readers showed no significant relationship between reading interest and achievement when performing pencil and paper tasks to measure such a relationship. (Three tables of data and the questions used in the exit interview are included; 24 references, a list of the categories for interactive analysis, and the exit interview schedule are attached.) (RS)

ED 337 746   CS 010 714

Griffin, Patrick
Literacy Assessment: Merging Teaching, Learning, and Assessment.
PUB DATE- May 91
NOTE- 13p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Criterion Referenced Tests; *Educational Assessment; Elementary Secondary Education; *Literacy; *Standardized Tests; Student Evaluation; *Test Use; Test Validity
IDENTIFIERS- *Teacher Judgments

Data from research studies seem to support the validity of teacher judgments of student achievement; however, there are unresolved issues, including the focus of the judgment, the external validity or credibility of the assessment, and the process of the assessment itself. To achieve maximum benefits from this form of assessment/teaching interface, teachers may need to be sensitized to the extent and importance of the assessment role in the teaching process. Intensive experience with basic principles of measurement and assessment instruments and other devices is needed. Effective teaching is based on an ability to assess accurately: assessment does and should inform the teaching process. It becomes more powerful as the assessment becomes integrated into teaching. The more a teacher uses intuitive judgement and direct observation of a student's literacy development, the more powerful the assessment becomes in the classroom. The key to the development of a cohesive and coherent set of assessment tasks all directed toward the same developmental aim is the existence of a criterion scale of development that can be used to link the teaching and learning process and the interpretation of assessment information. Linking assessment and reporting to teaching and learning is facilitated by the use of descriptive criterion scales which standardize the reporting terminology. The link between teaching, learning, and assessment, while having an undeniable internal validity, may at times need an external reference to

Association. Twenty-nine nonrespondents were contacted by phone and responded orally: no significant difference was found between the results of these respondents and results from the other group, and the data for both groups were combined. Results indicated: (1) fewer classroom teachers than remedial reading teachers believed they had adequate knowledge for relating assessment results to instruction; (2) fewer respondents with Bachelor's degrees than those with graduate degrees believed themselves capable of judging the adequacy of assessment instruments; (3) teachers across all categories reported always using daily informal observations with disabled readers; (4) metacognitive strategy use was most frequently specified as never being used; (5) most respondents reported much knowledge of a greater number of assessment instruments/procedures than they actually used; (6) daily informal observations, portfolios, informal reading inventories, and running records were the instruments/procedures reported as quite accurate; (7) some categories of respondents found standardized tests, end-of-level basal reader test, process-oriented assessment, and measures of amount of recreational reading to be inaccurate; and (8) respondents indicated that most (but not all) of the instruments/procedures they always use reflect the current interest in a whole language orientation to literacy instruction. (Four charts of data are included; the survey form and 81 tables of data are attached.) (RS)

ED 337 765 CS 010 742

Ediger, Marlow
Reading and the Student.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Educational Philosophy; Elementary Secondary Education; Existentialism; Problem Solving; *Reading Instruction; Reading Material Selection; Reading Programs
IDENTIFIERS- Great Books Curriculum

For each student to achieve optimally, a quality reading program must provide for individual differences. To guide students to learn as much as possible individually, selected philosophies of reading instruction may be used. These include: (1) experimentalism with its stress placed upon students reading to solve problems; (2) measurably stated objectives and pupils reading to achieve these predetermined ends; (3) existentialism and students selecting their own reading materials sequentially; and (4) the great books philosophy whereby learners read that which has endured over the decades and centuries, as well as in space. (RS)

ED 337 766 CS 010 743

McRAT Report--Multicultural Reading and Thinking.
PUB DATE- Jan 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- Cognitive Processes; *Curriculum Enrichment;

The writing center and the academic units of the college adopted WordPerfect as the standard word processing program. Writing instructors use the computers to present and review concepts and for responding to student writing, using the "document comment" feature of WordPerfect. Students use the computer as a tool for generating ideas and organizing their thoughts. Electronic mail shows great potential for teaching and learning, especially in a writing course. A majority of students' comments on the use of computers in the writing class were related to the ease of revision. Classroom dynamics changed as students gradually shifted away from the mechanics (asking for help with computers and software applications) and towards content as they began to ask peers and instructors to read the text on the screen and make suggestions. The atmosphere of the computer lab encourages collaboration and allows the instructor to become a facilitator rather than a lecturer. (RS)

ED 337 784 CS 213 027

Bass-Nelson, Erlene
Enriching and Increasing Kindergarteners' Knowledge, Ability to Recite, Write, and Appreciate Poetry Integrated across a Standardized Curriculum.
PUB DATE- 91
NOTE- 261p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Class Activities; Creative Writing; Integrated Curriculum; Kindergarten; *Kindergarten Children; Lesson Plans; *Parent Participation; *Poetry; Primary Education; *Reading Skills; Teaching Methods

A practicum was designed to improve 30 kindergarteners' understanding, enjoyment of, and ability to compose poetry integrated across the curriculum in order to enhance their cognition and reading skills. The practicum was also designed to impart the value of teaching poetry to young children. Parents were involved in the process. The practicum offered a poetry supplement integrated across the curriculum for use by teachers and a history of rhyme and poetry for use by teachers and parents, administered surveys to parents and children, administered pre- and posttests to kindergarten pupils, organized daily experiences for the children's classroom poetry exposure and opportunities for display of their work, and presented a poetry production by the children to their school. Analysis of the data revealed that 11 of the 13 goals were met which exceeded projection, and 2 goals were met at a high level. The results strongly demonstrated that: using poetry daily can increase children's poetry skills and curriculum cognition; use of phonology, alliteration, and rhyme can facilitate early reading ability; and teachers and parents can gain more competence and self-esteem by using poetry. (Fifteen tables of data are included. Sixteen assessment instruments, forms, and checklists; a list of supplies, equipment and materials; a poetry supplement to a standardized curriculum; and an essay entitled "Origin and History of Rhyme and Poetry" are attached.) (Author/RS)

ED 337 785 CS 213 028

Howard, Katrena C.; DiSalvo, Mindy L.
Strengths and Weaknesses Identified by an Evaluation of the Implementation of the Writing To Read Program.

Community Relationships; (4) Connecting with Boyfriends and Girlfriends: Love and Romance; (5) Understanding the Troubled: Problems; (6) Understanding Ourselves: Ethnic Relationships; (7) Understanding the Past: Realistic Books Set in the United States; (8) Understanding Others: People outside the United States; (9) Understanding Competition: Sports; (10) Understanding Wars: National and International Conflict; (11) Understanding Real People: Biographies and Biographical Fiction; (12) Imagining Our Fellow Creatures: Animals; (13) Imagining Excitement: Adventure Stories; (14) Imagining What If: Science Fiction and Fantasy; (15) Imagining Chills and Thrills: Mysteries and the Supernatural; (16) Imaginings from Our Ancestors: Classics, Myths, Legends, and Folklore; (17) Books of Poetry; (18) Collections of Short Stories; (19) Physical Sciences, Math, and Technology; (20) Natural Sciences; (21) Social Studies: Contemporary Lives and Issues; (22) History; (23) Language Arts, Drama, Music, Art, and Architecture; (24) Managing Your Life: Physical and Emotional Health; (25) How-To Books: Crafts, Hobbies, and Future Careers; and (26) Fun and Facts: Entertainment, Jokes, and Interesting Information. An appendix for teachers and librarians, a list of best books for 1988-90, a directory of publishers, and three indexes are attached. (SR)

ED 337 805   CS 213 065

Literature. Special Collection Number 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 85p.; Published by EDINFO Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- Adolescent Literature; Childrens Literature; Elementary Secondary Education; English Instruction; *Literature Appreciation; Multicultural Education; Poetry; Reader Response; Reading Aloud to Others; *Reading Instruction; *Reading Material Selection; Vocabulary Development; *Writing Instruction
IDENTIFIERS- Trade Books

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on literature--helping students to understand and appreciate it, and using literature to improve reading and writing skills. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), an order form, and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 337 806   CS 213 066

Ediger, Marlow
Writing in the University Curriculum.
PUB DATE- 91

sports, military service, and fatherhood. In addition, many publications in feminist film theory are listed, since they offer insights into men as "spectators" and, in a few cases, as "the watched." The entire bibliography is arranged alphabetically by author's name. (PRA)

ED 337 825 CS 507 575

Hyde, Richard Bruce
Ontology, Language, and Culture
PUB DATE- Apr 91
NOTE- 32p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communication Research; Discourse Analysis; Higher Education; Intercultural Communication; *Language Enrichment; *Language Patterns; *Language Role; *Philosophy
IDENTIFIERS- *Heidegger (Martin); *Ontology

The purpose of this essay is to consider some of the practical implications of Martin Heideger's view that "Language is the house of Being," for the academic study of cultural transformation and intercultural communication. The paper describes the ontological basis of Heidegger's work, and the inquiry into Being, and contains sections on "Speaking Being Interculturally," "Saying," "The Unsaid," "The Transformation of Culture," and "Language and Counterculture." The paper attempts to show that the world is always shaped by language, and that its fundamental contingency may not be directly experienced until the experiential world of everyday experience is deconstructed as it can be by the use of psychedelic drugs. It also presents the Heideggerian view that cultural transformation must be accomplished by an indigenous thinking, and that, for example, the promises of Eastern mysticism for European and American youth during the sixties were ultimately unfulfilled since the ontological environment of Western culture, the roots which the European concepts traced could not reach the wellspring. Seventy notes are included. (PRA)

ED 337 826 CS 507 598

Blood, Deborah J.; Snyder, Leslie B.
Caution: Alcohol Advertising and the Surgeon General's Alcohol Warnings May Have Adverse Effects on Young Adults.
PUB DATE- May 91
NOTE- 31p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Alcohol Education; College Students; Consumer Protection; *Drinking; Higher Education; Media Research
IDENTIFIERS- *Advertising Effectiveness; *Warning

A study investigated the effects of the newly introduced Surgeon General's alcohol warnings and advertisements on college students. One hundred fifty-nine undergraduates in communication sciences at the University of Connecticut viewed slides of alcohol products, with or without advertisements and disclosed three major areas of concern: (1) 90 percent of respondents felt that in SBM the principal is solely responsible for instructional leadership; (2) 85 percent felt that SBM's ultimate goal was to improve relations between central office and campus personnel; and (3) 47 percent felt that the primary role changes for SBM implementation were required of board members and central office personnel. Attitude results were mixed, but generally positive towards SBM. Recommendations concerning power delegation, time demands, and staff training needs are provided. (16 references) (MLH)

ED 337 845 EA 023 323

Wylie, Cathy
The Impact of Tomorrow's Schools in Primary Schools and Intermediates. 1990 Survey Report.
PUB DATE- 91
NOTE- 168p.; For 1989 report, see ED 326 954.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Boards of Education; Elementary Education; Foreign Countries; *Parent Attitudes; *Principals; School District Autonomy; *School Effectiveness; School Organization; *School Restructuring; *Teacher Attitudes
IDENTIFIERS- *New Zealand

In October-November 1990 trustees, principals, and teachers at 239 schools and parents at 26 of these schools were surveyed. This provided a comprehensive picture of how the "Tomorrow's Schools" reforms were felt at the primary and intermediate levels. Four issues are identified. First is the provision of continuity and training for boards of trustees. Second are the higher workloads of principals and teachers. Third is the balance of workload and resourcing between schools and government agencies. The final issue is that the impact of changes are still new, inhibiting ownership of reform by educators. Separate questionnaires were targeted to principals, trustees, parents, and teachers. The chapter concerning principals includes summaries on resources, school charter and policies, staff development, principals' workload, and the impact of the reforms. The trustees chapter reports on what trustees do, trustees' satisfaction, training, parents issues, funding, achievement, and views of change. The parents chapter includes data on their involvement and access to information. The teachers chapter reports on curriculum and assessment, resources available, and professional development support. Each of the chapters makes comprehensive use of tables and graphs to represent findings. Appended is information on the quantitative methodology used to conduct the survey and 11 additional summary tables. (RR)

ED 337 846 EA 023 333

The Administration's Education Reform Proposal. Hearing on Examining the Administration's Proposal To Reform the National Education System before the Committee on Labor and Human Resources. United States Senate, One Hundred Second Congress, First Session.
PUB DATE- 23 Apr 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Change Strategies; Committees; *Educational Change;

resource, political, and symbolic. Findings indicate that the use of humor facilitated an informal school climate, increased social bonding (which contributed to increased productivity), conflict resolution, and increased commitment. Humor is identified as an important device for improving administrator/teacher relationships. (31 references) (LMI)

ED 337 867 EA 023 391

Russell, Roberta J.; Wright, Ruth L.
Visible Minorities and Women in Educational Leadership: A Report of Research in Progress.
PUB DATE- Nov 90
NOTE- 36p.; Paper presented at the Annual Meeting of the Canadian Council for Multicultural and Intercultural Education (4th, Ottawa, Ontario, November 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; *Educational Administration; Elementary Secondary Education; *Employment Opportunities; Females; Foreign Countries; Leadership; *Minority Groups; *Organizational Climate; Promotion (Occupational); Socialization; *Tokenism; *Women Administrators
IDENTIFIERS- *Canada

Preliminary findings from two studies in progress on women and visible minorities in Canadian public and educational administration are presented in this paper, which focuses on the impact of tokenism resulting from differential expectations and their influence on the organizational socialization of managers. Primary data were derived from semistructured interviews, or career histories, with 20 white and minority male and female middle managers in public administration and education. Their experiences and perceptions of opportunities for advancement are described. Findings suggest that differences exist in the ways in which males and women and minorities experience organizational life, and that these differences may significantly impact career outcomes. Responses tend to support the view that women and minorities are seen as tokens and are treated differently from white males. Racism/discrimination was not perceived as such by those managers who have successfully advanced. A recommendation is that employment equity and affirmative action must not be viewed as women's or minorities' issues. Two figures are included. (79 references) (LMI)

ED 337 868 EA 023 393

Gayfer, Margaret
An Overview of Canadian Education. Fourth Edition.
PUB DATE- 91
NOTE- 58p.; For second edition, see ED 158 375.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Educational Assessment; *Educational Policy; Elementary Secondary Education; Foreign Countries; Governance; Government Role; *Government School Relationship; Postsecondary Education; *Public Education; *Public Policy; *School Organization; *State School District Relationship
IDENTIFIERS- *Canada

An overview of Canadian education is provided in this book.

premise of partnership academies is simple: if schools and local businesses join together, they can help turn around the future for at-risk children. Advantages of the program for both students and business are outlined, as are ways that businesses and schools can work together. Three components of the academy curriculum--academia, technical training, and jobs--are explained. A section on the problems of this unusual kind of partnership describes some of the implementation woes, essentially relating to school and business cultures. Partnerships that did and did not work are described in the next section. The conclusion examines student dropouts and their costs. Appended is information on the Institute for Educational Leadership. (RR)

ED 337 888 EA 023 414

Cronin, Joseph M.
Corporations and Urban School Reform: Lessons from Boston. Supporting Leaders for Tomorrow, Occasional Paper #12.
PUB DATE- Jan 91
NOTE- 26p.; For other titles in this series, see EA 023 403-405 and EA 023 408-415.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Historical Materials (060)
DESCRIPTORS- *Cooperative Programs; *Corporate Support; Educational Cooperation; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Outcomes of Education; *Private Financial Support; Public Schools; *School Business Relationship
IDENTIFIERS- *Boston Public Schools MA

A historical overview of the relationship between the business community and the Boston public schools is provided in this paper, with a focus on outcomes of the Boston Compact--a commitment by the corporate community to provide Boston public school graduates with access to jobs if the Boston schools improved attendance, achievement, and completion rates. A review of business community activities is designed to refute the notion that Boston companies withdrew their financial support of public schools because of the school's failure to meet the compact's performance standards. The major point of this paper is that Boston corporations have supported public schools for over 20 years, not always successfully but with generally positive results. Lessons learned from the business/school collaborative experiences are discussed. An appendix contains information about the Institute for Educational Leadership. (9 references) (LMI)

ED 337 889 EA 023 415

Banta, Ruth Fark
Community Leaders Allied for Superior Schools: The "Class Initiative" in Indianapolis. Supporting Leaders for Tomorrow, Occasional Paper #13.
PUB DATE- Jan 91
NOTE- 17p.; For other titles in this series, see EA 023 403-405 and EA 023 408-414.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Corporate Support; *Educational Improvement; *Educational Innovation; Educational

analysis on behalf of Turner School District in "Mock v. State of Kansas" consists of five parts. Following an introduction, section 2 reviews the initial conceptual framing of the original report in the context of the present action. The third section describes the operational framework used to evaluate the SDEA, and section 4 summarizes the results and conclusions of the original analysis. Findings of the addendum are presented in the fifth section, which are effectively identical to those of the first report: the plaintiff district holds less wealth; exerts a higher tax effort; receives less revenue due to the SDEA's definition of educational needs; holds disadvantaged demographics; and educates fewer children on a lower per-pupil budget. Fifteen tables are included. (3 references) (LMI)

ED 337 912 EA 023 443

Permuth, Steve; Mawdsley, Ralph
The Copyright Law: New Technology and Today's Principal.
PUB DATE- Sep 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Administrator Responsibility; *Compliance (Legal); Computer Software; *Copyrights; Elementary Secondary Education; *Fair Use (Copyrights); Federal Regulation; *Legal Responsibility; Principals; Reprography; *School Administration; Videotape Recordings

The school principal has an affirmative duty to be informed and to fully inform those under his or her supervision regarding the use of copyright. The present Copyright Law of 1978 and its key guidelines are reviewed in this paper, with a focus on the copyright law as it applies to computer software programs, videotaping, and photocopy. Recommendations are offered for the principal in each of these areas. Usage guidelines for teachers and a proposed school district software policy are also included. (12 references) (LMI)

ED 337 913 EA 023 448

Boyd, Robert L.
Sight Based Leadership: Working Together To Improve Professional Preparation Programs and Public Schooling.
PUB DATE- Aug 91
NOTE- 10p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (45th, Fargo, ND, August 11-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; *College School Cooperation; Educational Cooperation; Elementary Secondary Education; Higher Education; *Leadership; *Leadership Training; *Management Development; *Public Schools; Theory Practice Relationship

The concept of sight-based leadership, a process of universities and public schools working together to improve professional preparation programs and public schooling is explored in this

addresses the Transition Interview with student and parent to identify and prioritize transition objectives for incorporation into the Individualized Education Program or Individual Transition Plan. Sample forms help to identify specific concerns and training needs. The second section is a Transition Workbook intended to be completed by the student and parents. The next section addresses the Individual Transition Plan Meeting. Suggestions are given for facilitating the meeting, filling out the cover page, and developing ITP action plans. Considered next are monitoring and follow-up activities. An ITP monitoring form and an IEP preparation worksheet are included. The fifth section offers guidelines for scheduling and coordination, with emphasis on contacting relevant agencies and tracking all ITP activities. The final section considers development of policy and procedures concerned with the transition planning process. A glossary defines relevant terms. (DB)

ED 337 934 EC 300 676

Allen, William T.
Lifeplan: A Workbook for Assisting Parents of People with Developmental Disabilities in Thinking about the Future.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 90
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adult Children; Advocacy; *Developmental Disabilities; *Goal Orientation; Independent Living; Learning Processes; Lifelong Learning; Life Style; *Long Range Planning; *Needs Assessment; *Normalization (Handicapped); Parent Child Relationship; Parent Role; Quality of Life; Transitional Programs; Workbooks

This workbook is intended to help parents plan for the adult life of their developmentally disabled son or daughter. Much of the book's content is presented in the form of exercises and activities. Part 1 focuses on overall planning and considers living options, working options, and leisure options available in most communities. It offers activities to begin planning in these areas, activities to identify strengths and training needs, and an outline of things to consider in developing a "Lifeplan." Part 2 addresses development of the specific Lifeplan. It contains guidelines for writing Lifeplan goals, a list of sample goals, and a blank Lifeplan; action plans to identify what needs to be done to meet Lifeplan goals; information and activities about how people learn new skills; suggestions and activities for helping the disabled individual learn new skills; and suggestions on how to get others involved in the plan through team building, advocacy, community organizing, and ongoing evaluation of the Lifeplan. Includes a glossary and 42 references. (DB)

ED 337 935 EC 300 677

North Carolina Plan for Implementation of Educational Programs for Handicapped Children Ages Three and Four. As Required by the North Carolina General Assembly in Senate Bill 1309, Section 14.

considers the relevance of these approaches to adults with a mental handicap. Chapter 2 identifies issues that arise in measuring levels of literacy and provides estimates of literacy levels (66 percent of adults with a mental handicap have achieved less than a grade 9 level of education). Chapter 3 examines the scope of the problem of literacy. Chapter 4 looks at the relationship between literacy, learning, and mental handicap. Chapter 5 provides an overview of the framework for delivery of literacy education in Canada. Chapter 6 examines barriers to literacy education for adults with a mental handicap. Chapter 7 looks at proposals for literacy policy in Canada. The final chapter provides a summary of conclusions and makes recommendations for policy development (including literacy policy, policies for income support, and policies for vocational training) and the delivery of literacy education (including documentation of "best practices," materials development, outreach, and program evaluation). An appendix provides a contact list of provincial/territorial literacy organizations, of provincial/territorial Associations for Community Living, and of the National People First Project. (DB)

ED 337 954 EC 300 696

Moore, Dennis
Substance Abuse Prevention and Intervention for Students with Physical Disabilities.
PUB DATE- Aug 90
NOTE- 8p.; Paper presented at the Annual Meeting of the National Conference for the Association on Handicapped Students Service Programs in Post-Secondary Education (Nashville, TN, August 1-4, 1990). For related document, see EC 300 697.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Drug Abuse; Drug Education; Drug Use; Higher Education; Incidence; *Intervention; *Physical Disabilities; *Prevention; *Student Personnel Services; *Substance Abuse

This paper cites the incidence of substance abuse among individuals with physical disabilities, especially among students in postsecondary education. The paper notes that differences in drug use patterns depend on whether the disability is congenital or trauma-generated and describes differences in the type of abuse depending on whether the abuse problem came before the disability or vice versa. The accessibility of drugs, the atypical social experiences of individuals with disabilities, societal enabling and entitlement of drug use among persons with disabilities, and the lack of identification of substance abusers are discussed. Strategies to address substance abuse among persons with disabilities are identified, including professional and student education, screening programs, an intervention team approach, and support groups. The paper concludes by urging departments for disabled student services in postsecondary institutions to incorporate substance abuse policy and procedures into their spectrum of issues addressed. (JDD)

ED 337 955 EC 300 697

Moore, Dennis
Research in Substance Abuse and Disabilities: The Implications for Prevention and Treatment.
PUB DATE- Apr 90

rehabilitation agency policies and practices. "Developing a Sense of Community for Students with Disabilities at a Tribally Controlled College" (Mike Hermanson and Barbara Landstrom) reviews a model implemented at Salish Kootenai College in northwestern Montana. "Project Employment...A Model for Change" (Charles C. Wall and Holly Culhane) discusses a project of Bakersfield College in California designed to bridge the gap between education and the world of work for individuals with disabilities. "HEATH Resource Center...National Clearinghouse on Postsecondary Education for Individuals with Disabilities" (Rhona C. Hartman) describes activities of the resource center and typical questions that it answers. "Assisting Young Adults with Severe TBI To Get and Keep Employment through a Supported Work Approach" (John Kregel and others) discusses intervention with individuals with traumatic brain injury. (JDD)

ED 337 975 EC 300 717

Jones, Eric D.; And Others
Attitudes of Gifted Underachievers toward Accelerative Options.
PUB DATE- Oct 90
NOTE- 15p.; Paper presented at the National Meeting of the National Association for Gifted Children (Little Rock, AR, October 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academically Gifted; *Acceleration (Education); Creativity; Early Admission; Elementary Secondary Education; Emotional Development; Leadership; *Parent Attitudes; Social Development; *Student Attitudes; Success; *Underachievement

This study surveyed underachieving gifted students and their parents in order to: determine the extent and sources of positive and negative attitudes toward educational acceleration, compare the views of parents and students for congruence, and compare the perceptions of successful students and their parents with the views of identified underachieving students and their parents. Data from 15 students and their parents indicated few concerns that acceleration would have negative effects on leadership, academic achievement, or creativity. The overriding concern of parents and students was for the potentially negative effects that acceleration would have on social and emotional development. Eight of the parents indicated that they had considered acceleration for their children, seven of these decided to accelerate their children, and all but one of the seven stated that the decision to accelerate worked out well. Parents and students from the underachieving sample held generally similar perceptions of potential harm compared to a sample of successful students and their parents. (Includes 11 references) (JDD)

ED 337 976 EC 300 718

Palomares, Ronald S.; And Others
Characteristics of Learning Disabled, Emotionally Disturbed, ADHD/ADD, and Nonexceptional Children: A Behavioral Assessment Measurement Approach.
PUB DATE- Mar 91
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Dallas, TX, March 19-23, 1991).
LANGUAGE- English

demonstration project to provide services to infants and young children with disabilities via their families and community. Project goals are listed, including a focus on those needs considered essential by parents and the use of natural settings and resources for intervention. Guidelines are listed that enable parents to be involved at all steps of the intervention process. The document encourages the utilization of family and community resources, with staff resources seen as a supplement. The choice of a transdisciplinary team structure is suggested because of its portability, potential for staff development, better continuity of services, and holistic view of the child. A chart contrasts the traditional individualistic style of service delivery versus the transdisciplinary family/community-centered approach of this project. Finally, the project's five steps are summarized, including: (1) planning the assessment with families; (2) planning the assessment with staff; (3) assessment; (4) discussing the assessment; and (5) determining goals, strategies, and service settings. Among evaluation findings are: 83 percent of goals concerning child change were originated by parents; 100 percent of infants and preschoolers had weekly contact with nondelayed peers; and children gained an average of 10 days/month over and above gains predicted by pre-program developmental rates. (DB)

ED 337 995 EC 300 737

Kjerland, Linda; Mendenhall, Jean
Comparison of Integration Practices for Children Birth to Three and Three to Six: Results of a Statewide Survey of Minnesota's Local School District Programs.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 6 Feb 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Disabilities; *Early Intervention; Home Visits; *Mainstreaming; Preschool Education; Program Implementation; Social Integration; *Special Education; State Surveys
IDENTIFIERS- *Minnesota

Early childhood special education (ECSE) program leaders in Minnesota were surveyed to contrast perceptions of programs for children age birth to 3 with those for children 3 to 6. Of the 8,550 children served in such programs, survey responses reflected 64 percent. Survey results are presented for: (1) settings--home, community, and ECSE classrooms; (2) supports and methodology; (3) impact of type of special needs on integration efforts; (4) factors influencing integration efforts; and (5) responder comments. Among conclusions are the following: reported ECSE support for children participating in informal situations in parks, playgrounds, and with neighborhood playmates was rare; many leaders question the relevance of inclusion of children under 3 years yet support it for preschoolers; home visits occur frequently for infants and toddlers but decrease dramatically for preschoolers; plans to expand integration efforts were reported by 60 percent of birth to 3 responders and 72 percent of those representing programs for ages 3-6. The survey is attached. (DB)

ED 337 996 EC 300 738

Reauthorization of Part H of the Individuals with Disabilities

NOTE- 20p.; Paper presented at the World Congress of Applied Linguistics, sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Interaction; International Trade; *Models; Motivation; Oral Language; Tape Recordings
IDENTIFIERS- *Negotiation Processes

This report is based on the idea that interaction in business negotiations must be describable in terms that accord with the priorities of the interactors themselves. A descriptive model is discussed that aims to accommodate and integrate approaches that are essentially linguistic and those that are business oriented. It is argued that a dynamic model of linguistic description contributes to the understanding of the structure of negotiation discourse and to the pattern of the exchange of information that is at the center of it. It is suggested that negotiation discourse is an outcome of the joint effect of three contextual parameters: the status of subsequent roles of the negotiators; the participants' assumptions about the type and degree of business motivation involved; and the agendas of the companies involved. (JL)

ED 338 017 FL 019 532

Bongaerts, Theo, Ed.; And Others
Balance & Perspective: 25 Years of Dutch Applied Linguistics.
PUB DATE- 90
NOTE- 102p.; For individual articles, see FL 019 533-537.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Adults; *Applied Linguistics; Contrastive Linguistics; Cultural Pluralism; *Educational Environment; Educational History; Elementary Secondary Education; Foreign Countries; Grammar; Immigrants; *Interlanguage; Language Research; *Language Universals; Linguistic Theory; Second Language Instruction; Second Language Learning; Trend Analysis
IDENTIFIERS- Europe; *Markedness; Netherlands

Revised texts of five papers from a conference on Dutch applied linguistics are presented. "Learning a Foreign Language in a Natural Acquisition Context Without Instruction" (Wolfgang Klein) advocates observing and analyzing language learning in progress in natural language learning contexts and presents data from a European project on second language acquisition by adult immigrants. "Linguistics and Second Language Acquisition" (Peter Jordens) examines the relationships between linguistics and second language learning. The discussion touches on contrastive analysis as an explanatory model, then looks at the interlanguage model and the possible relevance of markedness theory, and gives attention to universal grammar. In "Ethnic Minorities, Language Diversity, and Educational Implications: A Case Study on the Netherlands" (Guus Extra), cross-national trends in Western Europe, especially ethnic minorities in the Netherlands are noted and the consequences of language diversity in elementary, secondary, and adult education are examined. "Three Decades of Foreign Language Teaching in the Netherlands" (Arthur van Essen) reviews developments in Dutch foreign language teaching in the past few decades, drawing from experience and existing literature. "Policy-Making in Foreign

Changes that have taken place since the initial formulation of the hypothesis are reviewed, as is evidence cited in support of the hypothesis. In view of theoretical arguments and empirical counter evidence, a revised version of the hypothesis is proposed. The revisions suggest a theoretical account of how input made comprehensible through interactional modification results in acquisition, and also takes into account the basic procedures of noticing, comparison, and integration. Contains approximately 75 references. (LB)

ED 338 038 FL 019 665

Kelly, Robert
On the Relevance of SLA Research to Classroom Language Learning.
PUB DATE- Apr 91
NOTE- 9p.; Paper presented at the Regional Language Centre Seminar (Singapore, April 22-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; Elementary Secondary Education; Foreign Countries; Higher Education; Language Processing; *Language Proficiency; *Language Research; Language Usage; Second Language Instruction; *Second Language Learning
IDENTIFIERS- Asia (Southeast)

Second language acquisition (SLA) research is examined in terms of what might be used in the planning, design, and implementation of language courses. A conception of language and the communicative use of language that is appropriate for formal language teaching and learning is discussed, and different conditions are described under which second and foreign languages are taught, especially in Southeast Asia. Important differences in the assumptions about language are examined, including assumptions of learning and language use that underlie SLA research and those that are appropriate for formal language teaching. General implications are discussed. A way is suggested in which applied linguists and teaching professionals concerned with course design for language learning might conduct their own formal and informal research into language acquisition. Contains 11 references. (LB)

ED 338 039 FL 019 694

Duryee, Phyllis P.; And Others
Conversational Partners--Useful Language Input? An Informal Summary of Research.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Communication (Thought Transfer); *Discourse Analysis; *English (Second Language); Higher Education; Language Teachers; *Native Speakers; *Second Language Learning; Tape Recordings

The hypothesis is examined that informal conversation with native language speakers might not be helpful for adult second language learners, because untrained native speakers have trouble modifying their speech. Conversations between pairings of native English speakers of diverse backgrounds were recorded and analyzed. The analysis indicated that native speakers did have difficulty modifying their language input; however, native speakers trained to teach English as a Second Language were

*Communication Skills; *Ethnography; *Food Service; *Food Stores; Foreign Countries; Group Dynamics; Job Skills; Mathematics Skills; Naturalistic Observation; On the Job Training; *Organizational Communication; Social Science Research
IDENTIFIERS- Australia (Queensland); *Cashiers; Workplace Literacy

An investigation focused on communication demands of the workplace, specifically those placed on checkout operators at a supermarket in Queensland, Australia. Key questions organized the investigation: What is the nature of communication in this workplace? How can this information be obtained? and How can the information be used to develop workplace communications programs? By adopting a naturalistic approach, the study analyzed ongoing events in the supermarket. Methodology included: (1) interviews and document review to gain an orientation to the supermarket; and (2) observations at three sites--the checkout, the shelves, and the tobacco shop--supplemented with informal interviews. Data were organized and analyzed in regard to physical aspects, the actors, and activities and events. Evidence from the study supports a view that the workplace provides substantial social and contextual support for communication. The supermarket uses many sign systems, some of which signal more than just one meaning. Checkout operators make predictions and inferences based on underlying sets of rules learned on the job. They require a range of complex communication skills plus an ability to develop and use a variety of problem-solving strategies to help save time, reduce labor, and increase accuracy. (Thirty-eight references and 22 figures are included. Fifteen appendices provide the following: glossary; price list; illustrations of stripping, barcode, and flags; sample copies of the slip, delivery and change order forms, Kodak processing envelope, processing service dealer record, unpriced items list, and department codes; sign-on sheet and assessment sheet; and a description of a member check.) (NLA)

ED 337 575 CE 058 822

Rickard, Patricia L.
Assessment in Adult Literacy Programs.
PUB DATE- 23 Apr 91
NOTE- 35p.; Paper presented at the Adult Literacy Assessment Workshop (Philadelphia, PA, April 23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Assessment; Educational Needs; Educational Planning; Educational Policy; *Evaluation Methods; *Literacy Education; *Student Evaluation
IDENTIFIERS- *Comprehensive Adult Student Assessment System

The assessment process is necessary to determine what adults need to know in order to do what they need to do--that is, to be literate. The characteristics of "good" assessment need to be identified using multiple indicators that determine progress toward goals for learners, programs, and policies. Ongoing learner-centered assessment must include needs assessment, skills appraisal, student placement, progress monitoring, and certification. Assessment must focus on essential competencies, include authentic performance-based processes, and be appropriate for diverse age and ethnic groups, learning levels, and learner goals. Some assessment tools include intake and progress interviews, work samples, and behavioral checklists. A comprehensive assessment system can be implemented at the local technology to training help explain the two major motives for using it--to raise quality and contain costs. IBM has researched and developed individualized and group or classroom-based learning systems. IBM's external relationships include IBM staff development programs at universities, seed grants to universities for new curricula, and partnerships with public education. IBM has developments underway that will strengthen and support strategic shifts IBM has already taken. IBM is attempting to meet the mandate for these economic times--to have a highly trained and flexible work force able to compete in a global economy. (YLB)

ED 337 593 CE 059 080

Tomorrow's Training--A Challenge for Trainers.
PUB DATE- 91
NOTE- 89p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Adult Educators; *Continuing Education; Foreign Countries; Human Resources; Labor Force Development; Retraining; Skill Development; Staff Development; Teacher Qualifications; *Trainers; *Training; *Vocational Education
IDENTIFIERS- Belgium; Denmark; France; Germany; Greece; Ireland; Netherlands; Portugal; Spain; United Kingdom

This issue of a biannual journal on vocational training focuses on national and European Community initiatives for the training of trainers. The 14 articles are as follows: "Training Personnel--The Mainstay of Success" (Helmut Brumhard); "Training of Trainers--An Essential Subject in the Social Dialogue" (Joao Proenca); "The Trainer's Labour Market" (Pol Debaty); "Britain Sets New Standards and Qualifications for Trainers" (Alistair Graham); "Human Resource Change and the Changing Skill of the Human Resource Professional" (Andrew Pettigrew, Christopher Hendry); "Foundations of the Development of 'Key Skills'" (Detlev Liepmann); "Multi-media Training--Trainers' Skills" (D. Leclercq); "Conception and Application of New, Holistic In-Company and Management Training Methods" (Theo Huelshoff); "Continuing Training of Trainers by the Bundesinstitut fur Berufsbildung" (Reinhard Selka); "The Continuing Training of Initial and Continuing Trainers" (Joachim Muench); "Training of Trainers: A Policy of Integration" (Anne de Blignieres-Legeraud, Evelyne Deret); "Vocational Trainers in a Changing Environment: The Case of EUROTECNET" (Dominique Danau); "A Method for the Analysis of 'Training of Trainer' Needs" (Rosa Maria Gonzalez Tirados); and "The Commerce and Industry Element of Danish Two-Part Training" (John Sorensen et al.). Appendixes include a list of references and documentation on the training of trainers and information sources by country. Useful addresses, relevant references, professional organizations, and research projects are provided for Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Netherlands, Portugal, and the United Kingdom. (YLB)

ED 337 594 CE 059 081

The Apprenticeship Book.
PUB DATE- Jul 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

NOTE- 630p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Conditioning; *Architectural Drafting; Architectural Education; Behavioral Objectives; Building Plans; Citations (References); Classroom Techniques; *Course Content; Definitions; Educational Resources; Electricity; *Entry Workers; Heating; *Job Skills; Lesson Plans; Plumbing; Postsecondary Education; Secondary Education; *Teaching Methods; Test Items; Transparencies; Units of Study

This curriculum guide contains the technical information and tasks necessary for a student (who has already completed basic drafting) to be employed as an architectural drafter trainee. The curriculum is written in terms of student performance using measurable objectives, technical information, tasks developed to accomplish those objectives, and criterion-referenced instruments for uniform measurement of students' performance against the stated criteria. The guide is activity oriented with emphasis on commercial applications. It contains 11 units of instruction, each including some or all of the following: objective sheet, suggested activities for the teacher, assignment sheets and written test with answers, unit evaluation form, teacher supplements, transparency masters, information sheets, assignment sheets, and student supplements. Units cover the following topics: introduction to architectural drafting; architectural building materials; site conditions; introduction to working drawings; section and detail drawings; structural systems; architectural dimensioning; plumbing systems; heating, ventilation, and air conditioning systems; electrical systems; and presentation techniques. A glossary contains 322 technical terms. Supplementary materials for teachers include information on using the guide, academic and workplace skills classifications, competency profile, instructional/task analysis, related academic and workplace skills list, and 19 references. (KC)

ED 337 612 CE 059 201

Crummett, Dan M.; Newport, Alan K.
Employment in Agribusiness. Teacher Edition. Second Edition.
PUB DATE- 92
NOTE- 789p.
LANGUAGE- English
EDRS Price- EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; *Agribusiness; Agricultural Education; *Agricultural Occupations; Behavioral Objectives; Citations (References); Classroom Techniques; Communication Skills; *Course Content; Definitions; Economics; Educational Resources; Equipment; Hand Tools; High Schools; Human Relations; Lesson Plans; Marketing; Merchandising; *Occupational Information; Occupational Safety and Health; Postsecondary Education; Recordkeeping; Salesmanship; Small Businesses; Taxes; *Teaching Methods; Test Items; Transparencies; Transportation; Units of Study; Wages

This curriculum guide is designed to help teachers prepare students with the variety of skills that will help them obtain jobs that can turn into rewarding careers in agribusiness. The guide also serves as a resource for students participating in

ED 337 630 CE 059 255

Patton, Jan
Business Office Clerical/Business Office Services. Teacher's Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 90
NOTE- 1,253p.
LANGUAGE- English
EDRS Price- EDRS Price - MF10/PC51 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Business Education; Calculators; *Clerical Occupations; Communication Skills; Computer Oriented Programs; Computer Science Education; Desktop Publishing; Electronic Mail; Filing; High Schools; Instructional Materials; Keyboarding (Data Entry); Office Automation; Office Machines; Office Occupations Education; Proofreading; Reprography; Social Influences; Teaching Guides; Telephone Usage Instruction; Word Processing; Writing Instruction
IDENTIFIERS- *Texas

This curriculum guide for business office clerical/business office services provides instructional materials for Texas business course instructors. The following sections are included: (1) introduction; (2) keyboarding--skills, proofreading, and word processing; (3) filing--alphabetic, numeric, and electronic; (4) operating office machines--reprographics (layout and design, supplementary machines, copy machines, fluid duplication process, stencil duplication process, offset process, and desktop publishing), electronic calculator applications, and computer applications; (5) communicating effectively--traditional and electronic mail, telephone skills, written and language usage skills; (6) social implications of computer usage; and (7) closure. Each section is divided into units with guides for the teacher and guides for the student. The suggested unit lesson plan of the instructor's guide may contain the following information: essential element; allocated time; unit objective; student competencies; focus; domains; basic skills; content outline; suggested teacher activities matrix and answers; resources; handout(s); transparency master(s); and competency checklist, test, and answers. The unit student's guide may contain the following sections: unit objective; student competencies; focus; terminology; unit overview; activities; and skill building chart. Seven appendices are included, they provide: reference addresses; course descriptions; office education essential elements; suggested equipment list; steps in lesson plan development; course competency checklist; and a description of provisions for students with special needs. (NLA)

ED 337 631 CE 059 260

Grant-Gold, Sheila I.
Coordination through Communication. Project Model Handbook for Coordination of Vocational and General Education for Students Enrolled in Coordinated Vocational Academic Education (CVAE) Grades 9-12.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 90
NOTE- 180p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

document contains nine presentations: "What Frito-Lay Has Done in Workplace Literacy" (Mossberg); "The Need for a Literate Workforce in the South" (Price); "Policy Recommendations for Workplace Literacy" (Fingeret); "The U.S. Department of Education's Workplace Program--Governmental Perspectives" (Brand); "Effective Employee Basic Skills Program Roles for Labor and Business" (Jurmo, Sarmiento); "Recent Research of What Works and What Doesn't Work in the Workplace" (Mikulecky); "Developing Curriculum in the Workplace" (Valentine); "Training in Workplace Literacy" (Philippi); and "Upgrading Academic Skills in the Workplace--A Success Story at Duke Power Company" (Fowler). The conference agenda, a roster of participants, and regional conference tips are included. (NLA)

ED 337 650 CE 059 309

Functional Literacy and Civic Education among Rural Women. Appeal.
PUB DATE- 90
NOTE- 48p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Citizenship Education; Continuing Education; Developing Nations; *Economic Development; Females; Foreign Countries; Functional Literacy; Illiteracy; *Literacy Education; Rural Areas; *Rural Education; Sex Discrimination; Sex Fairness; *Womens Education
IDENTIFIERS- *Asia Pacific Region; *Empowerment

The inferior position assigned to Asian women jeopardizes not only their future status in society, but also the future of society itself. The major problems standing in the way of empowerment for women are individual and family related, community, sociopolitical, cultural, and economic. Centralized planning of literacy/civic education programs in the Asia Pacific region means that area-specific and need-specific programs for women are rarely implemented. Analyses of literacy/post-literacy materials in Asia and the Pacific have shown that the contents consist mainly of matters related to the stereotype of the traditional role of women in society. Strategies to achieve empowerment for women through education should include community participation, universalization of elementary education for girls, teacher development, decentralized planning, continuing education, international cooperation, income-generating projects, and organization. Special attention should also be paid to continuously revisable planning, more innovative materials and delivery methods, monitoring and evaluation, and support systems for women's projects. (Appendixes include a chart that correlates problems with proposed activities and agencies and 21 references are attached.) (YLB)

ED 337 651 CE 059 310

Gacka, Richard C.
Development of an In-Plant Microcomputer Literacy Lab.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 89
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

(The bulk of this document contains six appendices: (1) evaluation by literacy consultant; (2) instruments; (3) publicity and recruitment materials; (4) workshop evaluation forms; (5) comments of workshop participants; and (6) workshop materials.) (NLA)

ED 337 669 CE 059 339

Allesch, Jurgen; Preiss-Allesch, Dagmar
Analysis and Evaluation of Databases on Business and Management Training Schemes for Small and Medium-Sized Enterprises in the European Community.
PUB DATE- 91
NOTE- 88p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration; *Continuing Education; *Databases; *Entrepreneurship; Foreign Countries; Information Sources; *Management Development; Off the Job Training; Self Employment; *Small Businesses; Thesauri; Vocational Education
IDENTIFIERS- *European Community

This report describes a study that identified major databases in operation in the 12 European Community countries that provide small- and medium-sized enterprises with information on opportunities for obtaining training and continuing education. Thirty-five databases were identified through information obtained from telephone interviews or information leaflets. The size and developmental level varied greatly. A north-south gradient was found: there were many more management databases in Northern and Central Europe; Greece and Luxembourg had no databases; and 10 databases used a thesaurus, with others using key concepts or free-text searching. The 24-page report is followed by brief descriptions of the surveyed continuing training databases in these countries: Belgium, Denmark, Germany, France, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, and United Kingdom. Each description provides this information: name; subject; coverage; language; time span; number of documents; access; availability; cost of access; classification/thesaurus; technical equipment; target groups; producers; number of staff; financing; and executive. A proposal for a European database network on management training for small- and medium-sized enterprises recommends creation of an Information and Guidance Center that would give offline information. A proposed thesaurus of the most important technical terms lists descriptors in alphabetical order. (YLB)

ED 337 670 CE 059 340

Hedegaard, Birthe
The Financing of Continuing Training in Denmark.
PUB DATE- 90
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Continuing Education; *Educational Finance; Employment Programs; Federal Aid; Foreign Countries; Government Employees; Industrial Personnel; Industrial Training; Inplant Programs; Labor Education; Labor Force Development; *Off the Job Training; *On the Job Training; Private Sector; Public Sector; Taxes; White Collar Occupations
IDENTIFIERS- *Denmark

or eighth-grade semester course, combines vocational and business education courses and assists students in making meaningful and informed educational and career choices. These guidelines contain six chapters dealing with: (1) general information; (2) the effective career investigation teacher; (3) planning for instruction; (4) serving special needs students; (5) public relations; and (6) career guidance material and resources. Chapter 1 contains five appendices: advisory council materials, special provisions for vocational education, program evaluation materials, teacher certification forms, and lists of certification courses and teacher educators. Chapter 2 contains one appendix: a list of regional vocational education equity specialists. Chapter 3 contains four appendices: sample lesson plan, activity forms, payroll information, and progress chart-occupational clusters. Chapter 5 contains three appendices: tips on building positive relations with school personnel, a sample news release, and a certificate of appreciation. Chapter 6 lists career guidance vendors and includes three appendices listing respectively references/resources, software, and audiovisuals. The bibliography contains 18 citations. (NLA)

ED 337 687 CE 059 367

Hendrix, Mary; Cegiel, Linda
Career Opportunities Instructional Guide. Career Investigation. Revised.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jan 90
NOTE- 440p.; For related documents, see CE 059 366-368.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; Building Trades; Business; *Career Planning; Communications; Consumer Science; *Employment Opportunities; Environment; Fine Arts; Government Employees; Health Personnel; Homemakers; Hospitality Occupations; Humanities; Instructional Materials; Manufacturing; Marine Education; Marketing; Mass Media; Natural Resources; *Occupational Clusters; *Occupational Information; Office Occupations Education; Recreation; Secondary Education; Service Occupations; Transportation

This instructional guide on career opportunities contains 17 units on the following topics: locating information about occupations; introduction to the occupational clusters; agribusiness and natural resources; business and office; communications and media; construction; consumer and homemaking; environment; fine arts and humanities; health; hospitality and recreation; manufacturing; marine science; marketing and distribution; personal services; public services; and transportation. Each unit may contain the following sections: notes to the instructor; answers to activity sheets and tests; information sheet(s); activity sheet(s); unit test; supplemental activities; references; and transparency masters. In addition, each unit contains a unit objective and specific objectives. (NLA)

ED 337 688 CE 059 368

Hendrix, Mary; Cegiel, Linda
Economic and Societal Factors Instructional Guide. Career Investigation. Revised.
SPONS. AGENCY- Texas Education Agency, Austin.

Activities Regarding Opportunities and Problems with Computer Conferencing for Rural America" (Ronald M. Stammen); and "Examining Computer Conferencing as a Technique for Enhancing Personnel Development Activities" (Robert M. Torres et al.). The first appendix lists the affiliations of the principal speakers and presenters of juried papers; the second appendix provides names, addresses, and electronic mail listings for conference participants. (KC)

ED 337 706 CE 059 494

Richards, Beverly; Moore, Susan
Guidelines for Initiating Certification Standards in Health Occupations Education.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Allied Health Occupations Education; Articulation (Education); Competence; Cooperative Programs; Databases; Educational Technology; Education Work Relationship; Employment Experience; *Guidelines; Higher Education; Labor Turnover; Postsecondary Education; School Support; Secondary Education; *Standards; *Teacher Certification; Teacher Qualifications; Teacher Recruitment

A survey based on a position paper provided an opportunity for a 50% random sample of members of the Health Occupations Education Division of the American Vocational Association to express their opinions on national teacher certification standards. Members were asked to indicate their degree of support using a Likert-type rating scale of eight standards required by state departments of education: (1) individual qualifications for teachers; (2) competence in general, professional, and occupational education; (3) certification for secondary and postsecondary levels; (4) cooperative agreements and certification reciprocity; (5) recency of occupational experience; (6) commitment to recruitment and retention strategies; (7) strong educational linkages and articulation agreements; and (8) national database. Guidelines for initiating national certification standards for health occupations education evolved from changes instituted in the certification process. The guidelines are: (1) meet with state certification personnel regarding requirements for initiating/changing standards; (2) develop a broad base of support; (3) conduct a survey of action to certify in other states; (4) identify pertinent studies; and (5) justify legal support for the request. (Definitions of relevant terms, an executive summary of Pennsylvania's Cogency Review, and 42 references are included.) (NLA)

ED 337 707 CE 059 495

Refining Our Vision: New Approaches to Education in Connecticut.
PUB DATE- Mar 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Adults; Basic Skills; Community

PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attachment Behavior; Child Rearing; *Drug Addiction; Drug Rehabilitation; *Mothers; Parent Education; *Parenting Skills
IDENTIFIERS- Dysfunctional Families

This practicum was designed to enhance the parenting skills of drug-addicted recovering women (N=8) and to give opportunities for successful family experiences in a half-way house setting. A curriculum was developed, weekly group meetings were held, guest speakers were presented, mothers were assisted with individual problems, and the program was evaluated. The Walker Problem Behavior Identification Checklist and the Systematic Training for Effective Parenting Workshop were used. The recovering mothers were encouraged to view completion of activities and the parenting class as part of their extended recovery program, and were monitored by the addiction professionals and resident managers regarding their participation in the program. Family members residing outside the recovery houses and church members provided many wholesome activities for the families to join. They also provided equipment and funds for activities the mothers carried out on their own. The average number of assignments completed for mothers who were in the program for less than the 8-month implementation program was 78%; for women in the program for the entire implementation program the completion rate was 86%. Mothers participated in successful family experiences 89% of the time. The largest decrease in score on the Walker Program Behavior Identification Checklist was 12%. All of the women who completed an evaluation reported feelings of higher value as a parent. (LLL)

ED 337 727 CG 023 722

Kessel, Greer; Chrisler, Joan C.
Self-Destructive Behavior in Women.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (62nd, New York, NY, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Disorders; College Students; *Depression (Psychology); Emotional Disturbances; *Females; Higher Education; Predictor Variables; *Self Destructive Behavior; Self Esteem; *Self Mutilation
IDENTIFIERS- *Hair Pulling

Trichotillomania (hair-pulling) and delicate self-cutting are self-destructive behaviors which utilize the body as a vehicle for self-expression. Like anorexia and bulimia, these behaviors occur primarily in young women. This study compared groups of women college students who engage in these self-destructive behaviors with those who do not. It was hypothesized that the self-destructive women would have lower self-esteem, higher scores on a depression inventory, a greater tendency to repress their anger, and be more likely to engage in other harmful behaviors. Women college students (N=24) completed the State-Trait Anger Expression Inventory, the Texas Social Behavior Inventory, the Beck Depression Inventory, the Body Image Questionnaire and the Eating Disorders Inventory. They also completed a demographic questionnaire, and answered questions relating to eating behaviors and history of sexual abuse. There were no significant differences between the groups on either establish external validity. (Two figures are included; 27 references are attached.) (RS)

ED 337 747 CS 010 716

Lloyd, Carol V.
The Enactment of Literacy in High School Biology Classrooms: Two Case Studies.
PUB DATE- Dec 90
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Biology; Case Studies; Classroom Environment; Classroom Research; High Schools; *Literacy; *Science Instruction; Secondary School Science; *Teacher Behavior; Teacher Student Relationship; Writing Instruction

As part of a larger examination of teaching and learning within the social context of high school biology classrooms, a case study examined the enactment of literacy events as social processes in two high school biology classrooms. Two veteran high school biology teachers in an urban high school used identical first-year biology textbooks and basic curricula. The teachers differed drastically in their beliefs and behaviors concerning science instruction. Students of the first teacher were 10th to 12th graders taking their first science course, while students of the other teacher were all 9th graders and likely to continue with other science classes in high school. Data collection occurred over a 7-week period and included field notes of observations of teacher behavior, audiotapes of classroom talk, students' verbal and nonverbal behaviors, and formal and informal interviews with students. Results indicated that: (1) teachers' beliefs about teaching and learning science were the driving force in the classrooms, not the textbook; (2) reading was enacted differently in the classrooms; (3) teachers' beliefs about the relationship between learning and writing affected the types of writing tasks students engaged in; (4) the nature of the interactions as well as the types of tasks in each classroom defined the nature of learning; and (5) the culture of each classroom demonstrated the influence and beliefs of the participants. Findings suggest that students in the two classroom contexts were gaining access to very different types of literacies. (Sixteen references are attached.) (RS)

ED 337 748 CS 010 722

Partridge, Susan
Whole Language and the Learning Disabled.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Style; Elementary Secondary Education; *Individual Characteristics; *Instructional Effectiveness; *Instructional Improvement; *Learning Disabilities; Phonics; Reading Writing Relationship; *Whole Language Approach

There is much more to a learning disabled (LD) child's successful

Elementary Education; *Multicultural Education; Problem Solving; *Reading Instruction; *Staff Development; *Thinking Skills; *Writing Evaluation
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Multicultural Reading and Thinking Program AR

This report describes the instruction, assessment, and staff development of the Multicultural Reading and Thinking (McRAT) program and summarizes the results of a one-year study conducted in 1989-90. (McRAT is a nationally recognized staff development program designed to help teachers infuse higher order thinking skills and multicultural concepts into the existing curriculum.) The report (1) outlines the 4 kinds of reasoning--analysis, comparison, inference/interpretation, and evaluation--that students can use in academic subjects; (2) discusses various types of writing assessment; (3) describes the staff development program offered by McRAT; and (4) offers the (positive) results of a study designed to gain information on the effectiveness of the McRat instructional approach. Ten figures and three tables of data are included.(PRA)

ED 337 767   CS 212 898

Boardman, Kathleen A.
Educational Autobiographies of Feminist Teachers.
PUB DATE- Mar 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autobiographies; Educational Philosophy; *Feminism; Higher Education; Personal Narratives; Teacher Student Relationship; *Writing Teachers
IDENTIFIERS- Collaborative Learning; *Feminist Theory

Believing that the objective, analytical, and competitive modes have already been overemphasized in educational institutions, many feminist teachers stress the subjective, contextual, and collaborative. Such changes involve not only a commitment of energy and time, but also an important shift in a teacher's perception of what counts as knowledge, equity, and learning. This raises the questions of what it means to be a teacher in the midst of making these changes, how a feminist writing teacher might view her own movement to a philosophical position and teaching style that challenge the assumptions of her own education, and how teachers interpret and remake their traditional pasts as students to help understand and evaluate what they are now attempting to do as teachers. The stories of three feminist writing teachers who had experienced these changes and who combine memories of their college learning and discussions of their current classroom practice to illustrate how they dealt with these questions take up the greater part of this paper. Certain patterns emerged: that the feminist teachers had experienced intellectually stimulating educations that failed to develop subjective response or allow the voicing of personal concerns, and that they came to use the past to critique their current practice. (PRA)

ED 337 768   CS 212 901

Wolff, Janice M.
Reconsidering the Conference Ethos, or the "Hey, You There," of

PUB DATE- Jun 89
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Inservice Teacher Education; Primary Education; Program Effectiveness; Program Evaluation; Program Implementation; *Program Improvement; Reading Instruction; Reading Research; Reading Writing Relationship; Writing Instruction; Writing Research
IDENTIFIERS- Georgia; *Writing to Read Program

Writing to Read (WTR), a project of the International Business Machine Corporation (IBM), is a language development program designed to facilitate reading, writing, listening and speaking skills of kindergarten and first grade students. This paper reports on an evaluation of WTR in a large suburban school district in Georgia seeking answers to the following questions: (1) whether the program was implemented in the schools as intended by IBM; (2) if the program was cost effective; and (3) what kind of impact the program had on student achievment. Scores from standardized achievement tests, student and teacher questionnaires, field notes, and interviews to evaluate program effectiveness and to identify strengths and weaknesses were analyzed. Results indicated that: (1) the overall goal of WTR was being achieved for most students; (2) WTR seems to have had a positive impact on teachers' opinions that young children can compose; (3) there was a need for attention to the roles of teachers (as instructional leaders in the lab, and in the classroom in support of WTR), students (at the listening library station and in partnership activities), and central office personnel (in monitoring WTR labs); and (4) there was also a need for attention to the time lapse between training and implementation, the amount of guided practice, the continuation of training during implementation, and general inservice training throughout the year. As a result of these findings, changes were implemented to address the issues raised. (Eight tables of data and 10 appendixes of interview information are attached.) (PRA)

ED 337 786 CS 213 031

Writing Inservice Guide for English Language Arts and TAAS.
PUB DATE- 90
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Inservice Education; State Standards; Test Coaching; *Writing Evaluation; *Writing Instruction; *Writing Processes; *Writing Strategies
IDENTIFIERS- *Process Approach (Writing); *Texas

This guide, made up of transparencies and text, offers a basis for a 2-day interactive inservice presentation on how to teach writing, to help a school district ensure that its English language arts program addresses the Texas Assessment of Academic Skills (TAAS) test. In addition to sections on the use of the guide and the format of the TAAS Test, the guide addresses the following 21 topics: writing as a process;

NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; *College Curriculum; College Students; *Curriculum Development; *Educational Philosophy; Existentialism; Higher Education; Instructional Design; Problem Solving; *Writing Instruction
IDENTIFIERS- Writing Development

Clarity of written expression is prized highly in the university curriculum and in the societal arena. Professors need to study, analyze, and appraise diverse recommended philosophies in teaching writing. An existentialist writing curriculum should: include extensive input from students on topics, forms of writing to be emphasized, and planning of the writing curriculum; encourage students to write about their subjective feelings about the human condition; and encourage their interest in the absurd and ridiculous. A problem solving writing curriculum emphasizes selecting a problem, gathering data, forming and testing a hypothesis, and making necessary revisions. A third philosophy of writing emphasizes use of behaviorally stated, measurable objectives, and stresses predetermined ends for student attainment. Five agreed-upon principles or guidelines for learning from the psychology of education are: (1) meaningful learning is important; (2) university students must be able to use what has been taught; (3) interest in writing--a must--is stimulated by interesting learning opportunities; (4) university students need to perceive purpose in writing; and (5) students need guidance to appraise their own progress in writing. (SR)

ED 337 807   CS 213 067

Zophy, Angela Howard
Editing the "Handbook of American Women's History": No Good Deed Goes Unpublished.
PUB DATE- 19 Apr 91
NOTE- 9p.; Speech presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Editing; Editors; *Females; Feminism; Guides; Higher Education; *Reference Materials; Speeches; *United States History; *Womens Studies
IDENTIFIERS- *Academic Community; *Feminist Scholarship

The "Handbook of American Women's History" (Garland, 1990) was compiled to cope with the lack of basic information about women's history. The successful launching of the handbook was the result of networking among Women's Studies colleagues. Colleagues and students joined in the project, not to gain fame and fortune, but to do a "good deed" for the academic community. This cooperation was indicative of a new climate: those in Women's Studies brought the processes of the women's movement, as well as the principles, to help identify and address the lack of presence of women and minorities in academe and in the disciplines. A point to be emphasized is that there now exists adequate support for such projects as the handbook, which has been well received and has brought profits to Garland warnings. Following the viewings, subjects filled out questionnaires on product evaluation and on alcohol consumption and risk. Results indicated that the alcohol warnings boomeranged, causing drinkers to perceive greater benefits from the alcoholic beverages. Results also indicated that the advertisements had powerful effects on both drinkers and non-drinkers, increasing perceptions of benefits and decreasing perceptions of risks. Results suggest that, for young people, the warning labels in their present form may be counterproductive, and that advertisements make drinking more attractive. (Two tables of data are included; 46 references are attached.) (Author/PRA)

ED 337 827 CS 507 599

Bauer, Michael H.; And Others
Inclusive Study of Central States Communication Association Masters Program, 1988: A Quantitative Study.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991). Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Degree Requirements; *Graduate Students; *Graduate Study; Higher Education; *Masters Programs; School Surveys; *Speech Communication
IDENTIFIERS- Central States Speech Association; *Speech Communication Education

A study investigated how masters programs in communication departments which are members of the Central States Communication Association compare to other schools and masters programs. Questionnaires were answered by 28 Speech Communication departmental members of the 1988 Central States Communication Association. Findings included the following: (1) there were an average of 41.31 masters students per institution; (2) 77.75% of the graduate students were in-state residents; (3) 8.27 students were transfers; (4) 1.08 students transferred to another institution to complete their MA or MS; (5) 51.73% of the graduate students came from the same institution's undergraduate program; (6) half of the programs require the G.R.E. (graduate record examination) or another entrance exam; (7) most graduate students were full-time; (8) most programs offered courses in interpersonal communication, organizational communication, rhetorical/communication, speech communication education, and public address theory; (9) the average graduate with a thesis requires 45.57 quarter hours to graduate; (10) most schools do not require a thesis; (11) no programs required a foreign language; (12) most graduates do not later enter a Ph.D. program in Speech Communication; (13) most graduates find employment in speech communication; and (14) there were an average of 11.27 graduate faculty per institution. (PRA)

ED 337 828 CS 507 602

Guidelines for Developing Oral Communication Curricula in Kindergarten through Twelfth Grade.
PUB DATE- Sep 91
NOTE- 57p.
LANGUAGE- English

Educational Improvement; Elementary Secondary Education; Government Publications; Hearings; Legislators; *Public Schools; *School Choice; School Restructuring
IDENTIFIERS- *America 2000; Congress 102nd

Senator Edward M. Kennedy, chairman of the committee, opened the hearing by commending President Bush and U.S. Department of Education Secretary Lamar Alexander for putting forward an education reform plan. Kennedy then stated his reservations: the plan does not devote enough attention to school readiness; the administration emphasizes choice as a way to improve schools; and the proposals involve no new resources for education. Secretary Alexander's presentation summarizes the President's four-part strategy by comparing it to four large trains headed toward the national goals, all at one time. This is followed by a prepared statement by Senator Strom Thurmond in support of the plan. Questions by the senators on the committee and responses by Alexander compose the remainder of the hearing. Among the topics raised are the following: school readiness, the choice issue, accountability to public authority, children with disabilities, absence of full funding for Head Start, testing, the school year, economically disadvantaged children, the imbalance of resources between communities, and concern for the 70 percent of students who are not college-bound. Secretary Alexander explained that the proposed funding is for school districts or states that would like to try to give families a broader choice of the schools their children attend, including nonpublic schools. Editorials inserted into the record by Senator Cochran from newspapers in Tennessee and Mississippi conclude the publication. (MLF)

ED 337 847 EA 023 341

Hadler, Janet R.; Carlson, Deborah L.
Shaping Tennessee's Career Ladder Program--1985. Part 2: Improving Teacher Quality through Incentives Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 230p.; For a related document, see ED 270 846.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; *Incentives; *Policy Formation; *Program Evaluation; Staff Development; State Action; *State Legislation; Teacher Improvement; Teacher Motivation
IDENTIFIERS- *Tennessee Career Ladder Program

Outcomes of Tennessee's Career Ladder Program are presented in this report, with a focus on the early implementation stage and perceptions of teachers and administrators. Methodology involved two sets of interviews with participating teachers and administrators from 18 schools and a statewide survey of 1,039 out of 2,105 faculty from 54 schools. Following an overview of the study, the second chapter describes the events and outcomes of the legislative process that created the program. Chapters 3 and 4 present interview and survey findings, which indicate concerns with the state/school district relationship, fast-tracking practices, and the statewide evaluation process. An overview of career ladder legislation in the 1985 Tennessee General Assembly is provided in the fifth chapter. The program's status, role of working conditions, and issues in evaluation, policy, and management are discussed in the final chapter. Twenty-nine tables are included. Appendices contain program updates, a program overview, a summary of 1984 special session events, highlights of state action, a list of 18

Chapter 1 presents basic facts and figures on the educational system's general structure and diversity and the role of the federal government. The second chapter describes provincial/territorial structure, specifically: the role of the departments of education and school board, financing, supervision, the school year and attendance, curriculum, student assessment, multiculturalism, teacher qualifications and negotiation, women in education, and public participation. Chapter 3 describes types of schools, which include elementary, secondary, and private schools; the education of native people; postsecondary education and financing; universities and community colleges; trade and vocational training; and continuing and special education. One figure is included. Appendices contain departments of education addresses and information on federal departments, agencies, and national education organizations. (18 references) (LMI)

ED 337 869 EA 023 394

Prior, Barbara L. M.; Tuller, Richard
In-School Suspension: Des Moines Middle and High Schools. Program Evaluation.
PUB DATE- 20 Aug 91
NOTE- 62p.; Appendix E contains difficult-to-read computer type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Probation; *Discipline; *Discipline Policy; Educational Objectives; *High Schools; *In School Suspension; Intermediate Grades; *Middle Schools; Program Evaluation; Secondary Education; Student Behavior
IDENTIFIERS- *Des Moines Public Schools IA

Outcomes of inschool suspension programs that were initiated in the Des Moines public schools are described in this report. Programs were implemented in 10 middle and 5 high schools in 1988 to reduce the number of instructional days lost and to change student behavior. The programs are described in terms of revenues and expenditures, goals and objectives, characteristics, activities, outcomes, and future plans. Findings indicate that the district exceeded its 1990-91 objective: inschool suspensions would comprise 50 percent of all suspensions, which would enable students to continue their academic progress and receive social development support. However, a disproportionate number of suspensions of black students in three schools raises an equity concern that must be examined. Six tables are included. Appendices contain supporting positions, the planning committee's report, the program proposal, letters of support, a summary of onsite visits, and the evaluation report. (LMI)

ED 337 870 EA 023 395

Paredes, Vincente
School Climate and Student Achievement. Executive Summary.
PUB DATE- Jul 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; *Educational Environment; Elementary Secondary Education; *Institutional Environment; Learning Experience; Organizational Climate; *School Effectiveness

Objectives; Elementary Secondary Education; *Private Financial Support; *School Business Relationship; School Community Relationship
IDENTIFIERS- *Indiana (Indianapolis)

The development of a collaborative program called Community Leaders Allied for Superior Schools (CLASS) to foster school improvement in Indianapolis is examined in this paper. A review of the business/community relationship demonstrates a traditional business involvement in civic affairs. CLASS is the first systematic effort to hold schools accountable for the funding they receive. The plan involves a 5-year commitment to provide funding in exchange for schools' commitment to business-promoted reforms. Objectives are to: apply business community expertise to educational management; promote research and development; enrich educational quality, especially in the areas of mathematics and science; and increase the graduation rate. Participants express optimism and view the program as a catalyst for successful educational reform. (LMI)

ED 337 890 EA 023 416

Tyson, Harriet
Three Portraits: TextBook Adoption Policy Changes in North Carolina, Texas, California. An Occasional Paper.
PUB DATE- Jul 90
NOTE- 35p.; Support provided by the Richard Lounsbery Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Policy; Elementary Secondary Education; *Policy Formation; *State Action; *State Curriculum Guides; State Standards; Textbooks; *Textbook Selection; Textbook Standards
IDENTIFIERS- California; North Carolina; Texas

Changes in textbook adoption policies in three states--North Carolina, Texas, and California--are examined in this paper, which analyzes major legislative or regulatory changes in the context of each state's educational improvement efforts. Findings indicate a growing conflict between advocates for statewide versus local responsibility for textbook selection. In North Carolina, state education officials have professionalized textbook selection in a top-down system, while the legislature has created a parallel system that works on an opposing principle--waivers from all state laws and regulations. Textbook selection in Texas has been democratized by placing teacher majorities on state "proclamation" and textbook selection committees. In California, the legislature has mandated a rolling adoption procedure that democratizes textbook selection and reduces political controversy. Although each state has maintained control over textbook adoption, legislatures have forced state agencies to share some decision-making responsibility with those who question the feasibility of statewide adoption. (LMI)

ED 337 891 EA 023 417

Johnson, Pamela Adams
A Journey through Iowa Schools, 1990-91.
PUB DATE- 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

paper. Sight-based leadership, which should be carefully distinguished from site-based management, is concerned with matters of vision with regard to educational program evaluation and development; building compromise, consensus, and coalition; and generating a sense of dignity in the way professionals relate to one another as they carry out their educational functions. The need for and values of a collaborative relationship between the university and public schools is examined, and ways in which departments of educational administration should participate in school restructuring are described. Set in the context of a traditional power relationship, the reality of the difficulties in establishing meaningful and productive collaboration is discussed. Recent efforts by the School of Education at Indiana State University to establish a collaborative model of teacher education involving a local school district and the university are described. A conclusion is that successful collaborative relationships are based on sharing knowledge, addressing problems of practice, generating real-world inquiry, and developing support networks that secure resources. (LMI)

ED 337 914 EA 023 449

Smiley, Larry L.
Conducting a School Public Relations Program Using Simulated School District Information.
PUB DATE- Jul 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Curriculum; *Course Content; *Course Organization; *Educational Administration; Elementary Secondary Education; Graduate Study; Higher Education; *Public Relations; *School Districts; *Simulation; Teaching Methods

Graduate programs preparing practitioners in educational administration typically include a course in school and community relations. This is examined in the context of the views of administrator practitioners, professional organizations, university graduate courses, and public opinion. Students generally are not provided opportunity to experience hands-on applications of the components included in such courses. A course-long simulation activity is described in which students work in a group and practice several school and community relations activities that revolve around an imaginary school district. Eleven components of the simulation activity are presented and discussed. In addition, assignments given to one student group and their work are used as an example. The simulation culminates with a capstone public relations project for each imaginary school district, developed and presented by the respective group to the entire class. (RR)

ED 337 915 EA 023 450

Garber, Darrell H.
Networking among Principals: A Study of Established Practices and Relationships.
PUB DATE- Aug 91
NOTE- 17p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (45th, Fargo, ND, August 11-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Costs; Delivery Systems; *Disabilities; *Early Intervention; Educational Philosophy; *Educational Practices; Federal Legislation; Federal State Relationship; *Financial Support; Incidence; Preschool Education; Special Education; State Legislation; State Programs; State Surveys
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986; *North Carolina

This implementation plan for educational programs for young handicapped children was developed in response to the request of the North Carolina General Assembly and involved a survey of the state's 100 counties (of which 75 responded). Information is presented for the following areas: philosophy of serving young children with handicapping conditions; program goals (e.g., provision of a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for 3-year-old and 4-year-old handicapped children and their families); national and North Carolina studies supporting the efficacy of early intervention; the history of services in the state; provisions of Public Law 99-457 concerning the Preschool Grant Program for children ages 3 through 5; the projected population of handicapped children, ages 3 and 4; projected personnel needs including both teacher and related service needs and both preservice and inservice training needs; interagency services (specific programs are listed and described in tabular form); types of service delivery systems implemented by local education agencies; rules and regulations; proposed state funding; federal funds available to local education agencies; and budget justification for funding. Attachments include tables showing: sample cost factors for different program types; estimated costs per student; and projected federal funding losses for failing to establish a preschool mandate. A chart showing special education mandated ages by state is also provided. (DB)

ED 337 936 EC 300 678

Special Education Instructional Programs. Program Evaluation 1990-91.
PUB DATE- Feb 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Community Programs; *Delivery Systems; *Disabilities; Elementary Secondary Education; Financial Support; Formative Evaluation; *Program Evaluation; Regular and Special Education Relationship; School Community Relationship; *School Districts; Staff Development
IDENTIFIERS- *Des Moines Public Schools IA

This 1990-91 program evaluation reports on the special education instructional programs of the Des Moines, Iowa, public schools which serve approximately 3,600 students daily and over 5,000 students per year with special education services as prescribed in their Individualized Education Plans. The three primary sources of program funding are: (1) state and weighted funding

NOTE- 17p.; Paper presented at the Annual Meeting of the National Prevention and Training Conference: People with Disabilities (3rd, April 4-7, 1990). For related document, see EC 300 696.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Individual Characteristics; *Intervention; Postsecondary Education; *Prevention; Research Problems; Special Programs; *Substance Abuse

This paper reviews literature related to substance abuse and persons with disabilities. The paper distinguishes between congenital disability and trauma-generated conditions and the impact on drug use. Drug use patterns are also differentiated by type and severity of disability categories including mental illness, orthopedic and physical disability, learning disability, hearing impairment and deafness, visual impairment, and developmental disability or mental retardation. Special problems when studying substance abuse among the disabled include low awareness of the problem among family members, friends, and professionals; sampling problems in substance abuse research; and limited resources for research. Substance abuse risk factors that are unique to individuals with disabilities include societal entitlement of drug use by individuals with disabilities, physical health problems, long-term use of medication, atypical childhood experiences, sexuality, and chronic pain. Persons with disabilities may need specialized or additional services for chemical dependency treatment. Development of these services requires consideration of such issues as use of a treatment model other than the disease model, use of therapeutic drugs in the form of prescribed medications, use of "handicapped" behaviors by clients, involvement of significant others, and aftercare. Future directions are discussed. (Includes 27 references) (JDD)

ED 337 956 EC 300 698

Parasnis, Ila; Conklin, John
The Effectiveness of the Keyword Method for Vocabulary Learning in Deaf Young Adults.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Deafness; Definitions; Higher Education; *Instructional Effectiveness; Learning Strategies; *Mnemonics; Recall (Psychology); *Vocabulary Development; Young Adults
IDENTIFIERS- *Keywords

The performance of 18 deaf college students who learned English words and their definitions using the mnemonic keyword method with pictorial elaboration was compared with the performance of 13 controls who learned the same words and their definitions using their own strategies. Immediate and delayed prompted word-definition recall and delayed word-recognition measures were used to compare the performance of the two groups. Results indicated that subjects' immediate recall of word-definitions was better than delayed recall. A significant facilitative effect of the keyword method was found for word-definition recall. It is concluded that the mnemonic method is a useful

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Attention Deficit Disorders; Behavior Problems; Educational Diagnosis; Elementary Secondary Education; *Emotional Disturbances; *Handicap Identification; Hyperactivity; *Learning Disabilities; Measurement Techniques; Sex Differences; *Student Behavior; Student Characteristics; *Student Evaluation
IDENTIFIERS- Texas Features of Emotional Disturbance

This paper presents data comparing normal, learning-disabled (LD), emotionally disturbed (ED), and attention deficit/hyperactivity disorder (ADHD) or attention deficit disorder (ADD) children, from a total of 1,303 children used to standardize the Texas Features of Emotional Disturbance (Tx-FED), an assessment system involving parent and teacher reports of behavior occurring in school and home settings. The assessment tool measures areas such as acting out behaviors, affective behaviors, anxious behaviors, and pathognomic signs. Differences and similarities found across age subgroups (ages 6-11 and 12-19) and gender groups are presented. The ED and ADHD/ADD children's behaviors were seen by both teachers and parents to be almost identical. These children were seen to have the most deviant behavior compared to LD and normal children. Findings indicated that the Tx-FED does have utility as an assessment system. The measure was best able to discriminate between children without identified exceptionalities and children with ED or ADHD/ADD. (17 references; 9 tables/graphs) (JDD)

ED 337 977 EC 300 719

Field Hearing on the Reauthorization of the Early Intervention and Preschool Programs under the Individuals with Disabilities Education Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session (Brooklyn, New York).
PUB DATE- 6 May 91
NOTE- 161p.; Serial No. 102-17. Some pages contain small, light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Delivery Systems; *Disabilities; *Early Intervention; *Educational Legislation; Educational Policy; *Federal Legislation; Handicap Identification; Hearings; *High Risk Students; Preschool Education; Public Policy; State Programs
IDENTIFIERS- Congress 102nd; *Individuals with Disabilities Education Act

This hearing, held in Brooklyn, New York, on the reauthorization of the early intervention and preschool programs of the Individuals with Disabilities Education Act, addresses the at-risk factors that prevent school readiness of young children and seeks to ascertain the extent to which at-risk children have been identified and served. A statement by Representative Major R. Owens notes that only 10 of the 50 states intend to serve at-risk children under Part H of this legislation and calls for testimony to assist in encouraging more states to serve these children. The testimony includes statements, letters, and supplemental materials from: (1) representatives of government agencies such as New York State Education Department and New York Office of Public Health; (2)

Education Act. Hearing before the Subcommittee on Disability Policy of the Committee on Labor and Human Resources, United States Senate, One Hundred Second Congress, First Session on Examining Proposed Legislation Authorizing Funds for the Individuals with Disabilities Education Act, Focusing on Part H, Relating to Early Intervention Services for Infants and Toddlers.
PUB DATE- 15 Mar 91
NOTE- 139p.; Print is small and light in parts of the document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Early Intervention; Educational Legislation; *Federal Legislation; *Financial Support; Hearings; Infants; Opinions; Preschool Education; Toddlers
IDENTIFIERS- *Individuals with Disabilties Act Part H

This hearing transcript presents testimony on the reauthorization of Part H (early intervention services for infants and toddlers) as well as a review of the preschool grants program of the Individuals with Disabilities Education Act. Statements of the following persons are included: Senator Paul Simon; Robert Davilla, Assistant Secretary for Special Education and Rehabilitative Services; Senator Dave Durenberger; individual parents; Tom Gillung of the Connecticut Department of Education on behalf of the National Association of State Directors of Special Education; Dr. Richard Nelson, University of Iowa, for the Association of Maternal and Child Health Programs; Jonathan Wilson, representing the National School Boards Association; Ruth Rucker, representing the Low-Income and Minority Parent Empowerment Task Force; and George Jesien, on behalf of the Division for Early Childhood, Council for Exceptional Children. Additional material includes articles, publications, and letters from such organizations as the Consortium for Citizens with Disabilities. (DB)

ED 337 997 EC 300 739

Ott-Worrow, Karen; Baldassano, Victoria A.
Caring for Children with Special Needs. BNA Special Report Series on Work & Family. Special Report #43.
PUB DATE- Jul 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Care Occupations; *Day Care; *Day Care Centers; *Delivery Systems; *Disabilities; *Employed Parents; Employer Employee Relationship; Family Problems; Federal Legislation; Fringe Benefits; Infants; Models; Needs Assessment; Preschool Children; Preschool Education; Referral; Services; Training

This report examines day care needs and services for families with handicapped children. A section providing background information identifies barriers to finding day care for these children and discusses the relevance of federal legislation, especially the Americans with Disabilities Act of 1990. The next section presents information on standards for day care, training needs, the importance of collaboration, the role of grants in underwriting training of child care workers, available funds, and employer resource and referral programs. The next section recounts one parent's difficulties in obtaining day care services. Case studies are then presented of model programs including the John F. Kennedy Integrated

Language Teaching" (Theo van Els) discusses the role applied linguists may play in policy formation in foreign language instruction, based on recent Dutch educational history. (MSE)

ED 338 018 FL 019 533

Klein, Wolfgang
Learning a Foreign Language in a Natural Acquisition Context without Instruction.
PUB DATE- 90
NOTE- 10p.; In: "Balance & Perspectives: 25 Years of Dutch Applied Linguistics" (see FL 019 532).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Applied Linguistics; *Educational Environment; Foreign Countries; *Interpersonal Communication; Language Research; *Learning Processes; Linguistic Theory; Research Methodology; Second Language Learning; *Second Languages

The early stages of second language learning in everyday communication, without formal instruction, are examined. It is proposed that in such a situation, the learner draws on: (1) second language input; (2) innate human capacity for learning languages; and (3) native language knowledge. The linguist's typical approach to investigating language learning through observation in these contexts might involve noting patterns and considering several hypotheses about learning processes, but this is not observation of what really happens. A 6-year project on second language acquisition by adult immigrants focusing on relationships in specific native/target language combinations illustrates that researchers should look more closely at how the learner approaches the target language, not how theoretical linguists describe the process. In this study, a small pilot investigation on the ways in which individuals retold the plot of a film was used to develop methods and observations. Subsequently, information gathered on the constraints determining utterance structure was used in a larger study. Analysis focused on six domains: expression of time; expression of space; development of utterance structure; lexical growth; feedback in native-non-native interaction; and reasons for misunderstanding. Individual variation in learning can give insight into learning stage and native language characteristics. A 29-item bibliography is included. (MSE)

ED 338 019 FL 019 534

Jordens, Peter
Linguistics and Second Language Acquisition.
PUB DATE- 90
NOTE- 30p.; In: "Balance & Perspectives: 25 Years of Dutch Applied Linguistics" (see FL 019 532).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Applied Linguistics; *Contrastive Linguistics; Foreign Countries; Grammar; *Interlanguage; *Language Research; *Language Universals; Linguistic Theory; Second Language Learning; *Second Languages
IDENTIFIERS- *Markedness

The first contacts between linguistics and second language acquisition date from the period of contrastive analysis of languages, in the late 1960s and early 1970s. When contrastive analysis failed as an explanatory model, linguists lost interest in second language research and more successful at language modification. The findings suggest that linguistic input provided by native speakers is not particularly useful for language acquisition, but does have considerable value as a means of improving communicative competence through social and cultural information exchange. Partner exchanges between native and non-native speakers is appended. (JL)

ED 338 040 FL 019 698

Albert, Sandor

The Traps of Formal Correspondence.

PUB DATE- 91

NOTE- 25p.; Paper presented at the "Language International" Conference (1st, Elsinore, Denmark, May 31-June 12, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Communication Skills; Context Clues; Expressive Language; Foreign Countries; *Grammar Translation Method; Interpreters; *Interpretive Skills; Language Proficiency; Language Skills; *Translation

IDENTIFIERS- Correspondence Theory; Love Story

The dangers of translation are discussed when the translator does not try to create textual equivalence, but settles for formal correspondence (i.e., with simple transcoding at a linguistic level) during the process of translating. Difficulties of explaining, commenting, or summarizing rather than translating are also discussed. Pedagogical and didactic implications are considered. Concrete examples taken from Erich Segal's "Love Story" are analyzed to illustrate the dangers of formal correspondence; French, Hungarian, and German translations of the English excerpts are used. Contains 6 references. (LB)

ED 338 041 FL 019 702

Papers and Reports on Child Language Development, Number Twenty-Nine.

PUB DATE- Jul 90

NOTE- 170p.; Proceedings of the Annual Child Language Research Forum (22nd, Stanford, CA, April 6-8, 1990). For individual papers, see FL 019 703-720.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Child Language; Children; Chinese; Concept Formation; Contrastive Linguistics; Cultural Traits; Dutch; *Grammar; Interpersonal Communication; *Language Acquisition; Language Research; Language Role; *Linguistics; Linguistic Theory; Mothers; Parent Child Relationship; *Semantics; Spanish; *Syntax; Uncommonly Taught Languages; Verbs

Papers from the proceedings are: "Cultural Universals in the Acquisition of Language;" "The Acquisition of Locative Constructions in Cantonese Children"; "The Acquisition of VOT: Is It Language-Dependent?"; "Flexibility in Semantic Representations: Children's Ability To Switch among Different Interpretations of 'Big' and 'Little'"; "Multifunctional 'Se': Course of Development in Spanish Children"; "Performance Constraints in Early Language: The Case of Subjectless Sentences"; "Object Affectedness and the Acquisition of Novel Verbs"; "Acquiring Proper Names for Familiar and Unfamiliar Animate Objects: Evidence from Two-Year-Olds"; "Early Relations Between Mother Talk and Language Development: Masked and program level that provides the learner, the team of professionals, and the funding sources the accurate information needed to make decisions that have an impact on learning and programs. If a comprehensive and systematic assessment plan is implemented at the local program level, program staff will be able to provide for the needs of learners, instructors, and policymakers. One such plan is the Comprehensive Adult Student Assessment System (CASAS) developed by the California Department of Education. (This document describes CASAS and includes 88 references.) (KC)

ED 337 576 CE 058 892

JTPA and High-Risk Youth: A Guide to Successful Employment & Training Programs.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; Case Studies; Education Work Relationship; Employment Potential; *Employment Programs; Federal Legislation; Occupational Information; Postsecondary Education; Program Descriptions; Program Development; Program Effectiveness; *Program Evaluation; Program Guides; *Program Implementation; Public Relations; *Recruitment; Secondary Education; Vocational Education; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This manual presents activities, practices, problems, and solutions relating to developing, conducting, and reviewing youth employment programs. Intended users are administrators of programs designed to help high risk Job Training Partnership Act (JTPA) eligible youth gain vocational competence and obtain employment in the primary labor market. The manual uses the key element approach and presents detailed information about 15 elements in 4 functional areas: (1) obtaining and retaining clients; (2) preparing clients for employment and helping them obtain and retain employment; (3) the labor market; and (4) program support and implementation. Part I contains instructions on how to use the key element approach and definitions of the key elements. Part II, the body of the manual, consists of descriptions of 14 youth employment programs. Each case study has the following components: a general statement of the program; detailed descriptions of outstanding key elements; statements indicating why the elements are considered outstanding; some hints on how to replicate or to make use of learning from the project's use of the element; and the name of the person who can provide additional information about the program and specific elements. Part III is a general discussion of each element, using the information in the case studies and information in the general employment literature and literature dealing with helping high risk youth. Part IV is an index relating specific elements and the case studies. (YLB)

ED 337 577 CE 058 900

Sua, Dangbe Wuo
The Use of a Qualifying Instrument To Determine Success on the

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Apprenticeships; Developed Nations; *Employer Employee Relationship; Entry Workers; Foreign Countries; *Guidelines; *Industrial Training; Nontraditional Occupations; Postsecondary Education; Secondary Education; *Skilled Occupations; Skilled Workers; *Trade and Industrial Education; Vocational Education; Womens Education
IDENTIFIERS- *Ontario

This booklet presents an overview of apprenticeship in Ontario. Its seven short sections cover the following: (1) a quick reference to apprenticeship (a chart of the 45 apprenticeable occupations listed in the booklet, with the requirements for each and a short work description; (2) information for prospective apprentices on apprenticeship, choosing an occupation, finding an employer, earning while learning, special circumstances, the benefits of apprenticeship, apprenticeship for women, and the benefits of a career in a skilled occupation; (3) information for employers on paying apprentices, collective agreements, finding an apprentice, women apprentices, special circumstances, and setting up an apprenticeship program; (4) general information on entrance requirements, length of apprenticeships, registration of apprentices, and regulated and employer-specific occupations; (5) special programs--the apprentice tool fund, the school workplace apprenticeship program, trades updating, and women's access to apprenticeship projects; (6) a list of apprenticeable occupations with requirements for each program, duties and skills, and related occupations; and (7) a list of apprenticeship and client services offices. (KC)

ED 337 595 CE 059 082

State Action Plan for Iowa. "Marketing" Marketing Education.
PUB DATE- Jun 90
NOTE- 44p.; Developed by the State Action Team at the Directions '90 Conference (Atlanta, GA, June 21-25, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Certification; Community Cooperation; *Distributive Education; Educational Trends; High Schools; Individual Development; *Marketing; Mission Statements; Professional Development; Program Implementation; Program Improvement; School Community Relationship; State Action; *State Programs; *Statewide Planning
IDENTIFIERS- *Iowa

An Iowa project identified curriculum, program standards, and a framework for promoting marketing education programs. The mission for the state action plan for marketing education is to develop a strategy to revitalize Iowa's marketing education for the 21st century. Three goals support this mission: (1) create a community-wide awareness of the need for marketing education; (2) create a personal/professional development plan to improve and enhance program delivery; and (3) participate in a statewide recognition process of local programs. The marketing plan has the following sections: (1) 1990 goals; (2) state action team members; (3) state action plan for marketing educators in Iowa--mission statement and three goals; (4) 15 suggested strategies for goal 1; (5) 15 suggested strategies for goal 2; (6) two suggested strategies for goal 3; (7) 25 areas most in need of improvement; (8) top 10 areas in need of improvement; (9) 18 areas that are strengths in local marketing agricultural sales and service competitions sponsored by student organizations such as Future Farmers of America. The guide contains 16 units of instruction, each including some or all of the following: objective sheet, suggested activities for the teacher, assignment sheets and written test with answers, unit evaluation form, teacher supplements, transparency masters, information sheets, assignment sheets, student supplements, and job sheets. Units cover the following topics: employment information; training plans and agreements; wages, taxes, and fringe benefits; human relations; communication skills; economic systems; business organizations; business machines; sales procedures; operating procedures; customer credit; safety in the workplace; storage and movement of goods; sales techniques; advertising and marketing techniques; and display techniques. Supplementary materials for teachers include the following: information on using the guide; academic and workplace skills classifications; competency profile; instructional/task analysis; related academic and workplace skills list; tools, materials, and equipment list; 69 references; 191-item glossary; and forms for training plans and agreements, job placement applications, weekly job reports, student evaluation, and teacher records. (KC)

ED 337 613 CE 059 203

Palan, Earl; Barrera, Janet
Food Production, Management and Services: Management. Teacher Edition. Second Edition.
PUB DATE- 92
NOTE- 257p.; For related documents, see ED 333 165 and CE 059 204.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; *Business Administration; *Dining Facilities; Employment Potential; *Food Service; High Schools; Human Relations; Instructional Materials; Job Skills; Money Management; *Personnel Management; Postsecondary Education; Purchasing; Recordkeeping; Storage; Supplies; Teaching Guides

This food production, management, and services teacher guide contains eight units: (1) orientation; (2) tools and functions of management; (3) cost controls; (4) keeping records; (5) purchasing and receiving; (6) storing and issuing; (7) personnel management; and (8) human relations. Suggestions are included to increase reinforcement of the academic and workplace basic skills. Each unit contains some or all of the following sections: (1) objective sheet--including unit and specific objectives; (2) suggested activities--instructional plan, teacher suggestions, resources used in developing unit, suggested supplemental resources, and instructions for evaluating student performance; (3) answers to assignment sheet; (4) answers to written test; (5) written test; (6) unit evaluation form; (7) information sheet; (8) student supplement(s); (9) assignment sheet(s); (10) job sheet(s); and (11) disseminating material. The guide also includes the following: competency profile; instructional/task analysis; related academic and workplace skills list; 19 references; and glossary. (NLA)

ED 337 614 CE 059 204

Palan, Earl

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; Advisory Committees; Basic Skills; *Communication Skills; *Coordination; Demonstration Programs; *Educational Cooperation; High Schools; Inservice Education; Training Methods; *Vocational Education
IDENTIFIERS- *Coordinated Vocational Academic Education; Texas

This handbook provides strategies for coordination of instruction between vocational education and general education teachers. Coordinated Vocational Academic Education (CVAE) programs were started in Texas to serve the disadvantaged. This handbook includes the following: information on using the handbook; a model overview; a list of print, nonprint, and organizational resources; and five appendices. The model overview is presented in six chapters: (1) introduction; (2) setting the stage; (3) local district inservice programs; (4) implementing the model; (5) increasing academic content in vocational education; and (6) evaluation and follow-up. The appendices, which make up the bulk of the document, include the following: (1) a trainer's manual in three sections: introduction, establishing communication channels, and vocational/academic advisory committee; (2) description of participating districts; (3) forms; (4) a list of techniques for generalizable skills instruction; (5) a list of remedial reading techniques; and (6) evaluation forms. Two readability formulas and a 14-item bibliography are also included. (NLA)

ED 337 632 CE 059 262

A Study To Identify the Appropriate Vocational Education Related Competencies Needed for Graduation by Handicapped Students. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 90
NOTE- 120p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Daily Living Skills; *Disabilities; *Employment Potential; *Graduation Requirements; High Risk Students; High Schools; Individualized Education Programs; *Interpersonal Competence; *Job Skills; Material Development; Profiles; Rating Scales; Skill Development; Vocational Education
IDENTIFIERS- Multiple Entry Multiple Exit

A project developed competency profiles identifying entry-level skills and employability skills to be acquired by handicapped students before graduation. Research literature was reviewed to identify generalizable skills, employability skills, self-help skills, and job skills. Feedback was obtained from practitioners in the field regarding rating scales that would accurately reflect learner achievement in the competencies on the project-developed Career Portfolio. Competency profiles with rating scales were developed and field tested. The Career Portfolio recorded graduated levels of mastery and demonstration of skill requirements for graduation by handicapped students in five areas: self-help/independent living skills; employability skills; work-related social skills; job-specific skills; and generalizable skills. A prototype was also developed to facilitate the implementation of the multiple entry/exit concept in vocational education. A series of multiple entry/exit point guides (MEEPG) were designed to assist educators in selecting the most appropriate career goal for each handicapped student within the context of a regular vocational program setting. Minutes of the September

DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Computer Literacy; Computer Software; *Computer Uses in Education; Databases; High School Equivalency Programs; *Inplant Programs; Learning Activities; *Lesson Plans; *Literacy Education; Material Development; *Microcomputers; Program Implementation; Spreadsheets; *Word Processing
IDENTIFIERS- 353 Project; General Electric Company

General Electric Company (GE) of Erie, Pennsylvania, hosts onsite literacy classes in conjunction with the Northwest Tri-County Unit. The development of the inplant microcomputer literacy lab expands the offerings available to the participating adult basic education and General Educational Development program students by supplying software and instruction in word processing, spreadsheets, and databases. Microsoft Works, the software chosen for the project, combines all three of the desired components and interfaces well in the IBM microcomputer lab provided by GE. Forty-seven lesson plans were developed addressing all three facets of the Microsoft Works program. Only the word processing portion of the program was presented to a limited number of students. An evaluation form to determine the resource needs of the students was also developed. (The 47 lesson plans and teacher and student evaluation forms are appended. The plans include 12 for using the word processor, 20 for using the spreadsheet, and 15 for using the database. Each lesson plan consists of objectives, a list of student activities, and suggestions for evaluation.) (YLB)

ED 337 652   CE 059 312

Adult Education for the Homeless: 1989 Report, 1990 Report.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- Dec 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Literacy; Adult Programs; Annual Reports; Competency Based Education; Cultural Background; *Educational Objectives; *Homeless People; Job Skills; Language Usage; Mathematics Skills; Performance Tests; Reading Skills; Remedial Instruction
IDENTIFIERS- *California; *Comprehensive Adult Student Assessment System; Employability Competency System Appraisal Test

Homeless individuals are eligible for adult education services, such as literacy training and basic skills remediation, under the Stewart B. McKinney Homeless Assistance Act. In California, 7 agencies in 1989 and 13 in 1990 were selected as service providers to serve 100 homeless adults each per project year. Each funded agency assessed individuals' basic skills using vocational assessment instruments and the Employability Competency System (ECS) Appraisal developed by the Comprehensive Adult Student Assessment System (CASAS). Demographic characteristics--gender, ethnicity, age, education, and native language--were compiled for 542 participants in 1989 and 1,686 in 1990. CASAS test scores for reading and math at four levels of functional literacy were determined. In 1989, a Goal Attainment Survey received 840 responses. Participants reported the main reasons for enrolling: 29% wanted to obtain a better job; 44% reported education as a primary goal; and 26% reported improvement of personal/communication problems as a primary goal. (Tables and charts present demographic and test score data. Test results reported on the CASAS scale are

In Denmark, suppliers of continuing training constitute the point at which the sources of finance meet the people who receive continuing training. On the basis of this close connection between training suppliers and the financial sources behind them, continuing training activities can be subdivided into these five categories: (1) continuing training activities supplied by public resources; (2) labor market training schemes; (3) training activities of industry and labor market organizations; (4) continuing training courses offered on the open market; and (5) in-house continuing training. For salaried employees (white-collar workers) and public employees, continuing training opportunities depend on the individual's job function and position and are very diverse. Generally, salaried employees in the private sector participate primarily in continuing training schemes financed mainly by their employers, through participants' fees. About 80 percent of public training schemes are financed through taxation. The continuing training of salaried employees in the public sector is financed predominantly through taxation by means of participants' fees paid to commercial course suppliers and professional associations. For the industrial sector, labor market training schemes are of paramount importance. The financial structure of labor market courses was initially tax-financed but is now fund-financed. Few firms have in-house training. (The 21-item bibliography is in Danish.) (YLB)

ED 337 671 CE 059 341

Snider, Bob; Notgrass, Troy
Industrial Electronics II for ICT. Instructor's Guide and Curriculum Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 90
NOTE- 133p.; For corresponding student meanual, see CE 059 342.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citations (References); Competence; Competency Based Education; *Course Content; Educational Resources; *Electric Circuits; *Electricity; *Electronics; Electronics Industry; Electronic Technicians; High Schools; *Job Skills; Lesson Plans; Occupational Information; Pretests Posttests; State Curriculum Guides; Teaching Methods; Test Items; Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS- Texas

This manual is designed to help instructors guide students through their manuals and laboratory training stations in the field of industrial electronics. The manual consists of the following nine sections: (1) suggestions for teaching the course; (2) an instructional delivery outline; (3) lists of essential elements common to all trade and industrial courses; (4) lists of essential elements for industrial electronics; (5) suggestions for adapting instruction for special needs students; (6) 29 references, including electronics books and manuals, personal development materials, audiovisual aids, and computer-assisted instructional materials; (7) answers to exercises that are contained in students' manuals; (8) answers to unit tests and final examination; and (9) unit tests and final examination. Table of contents for the student manual and a student record form are included. Topics covered in the course are as follows: review of AC and DC circuits and electronics basics, semiconductors, integrated circuits, digital logic, complex digital circuits, and computer circuits.

PUB DATE- Oct 89
NOTE- 454p.; Revision of ED 253 739. For related documents, see CE 059 366-367.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Budgeting; Career Change; *Career Planning; *Economic Factors; Employment Experience; *Employment Potential; Expenditures; Federal Regulation; Free Enterprise System; Instructional Materials; Interpersonal Relationship; Job Application; Job Search Methods; *Job Skills; Labor Legislation; Money Management; Payroll Records; Secondary Education; *Sociocultural Patterns; Tax Deductions; Work Environment; Working Hours

This instructional guide on the economic and societal factors of career investigation contains nine units dealing with: job acquisition, on-the-job relations, communications, understanding the paycheck, personal money management, completing government-regulated work requirements, laws affecting workers, changing jobs, and free enterprise. Each unit includes the following: notes to the instructor; information sheet(s); activity sheet(s); answers to activity sheets and tests; unit test; references; transparency masters; and glossary. In addition, each unit contains a unit objective and specific objectives. (NLA)

ED 337 689 CE 059 380

Berryman, Sue E.
Designing Effective Learning Environments: Cognitive Apprenticeship Models.
SPONS. AGENCY- William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- Sep 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Education; *Apprenticeships; *Cognitive Processes; *Educational Improvement; *Epistemology; Integrated Curriculum; *Learning Theories; *Models; Postsecondary Education; Secondary Education; Vocational Education
IDENTIFIERS- *Cognitive Apprenticeship Model

Using cognitive science as the knowledge base for the discussion, this paper reviews why many school learning situations are ineffective and introduces cognitive apprenticeship models that suggest what effective learning situations might look like. Five wrong assumptions about learning are examined: (1) people transfer learning from one situation to another; (2) learners are passive receivers of wisdom; (3) learning is the strengthening of bonds between stimuli and correct responses; (4) learners are blank slates; and (5) skills and knowledge should be acquired independent of their contexts of use. Cognitive scientists use a wide array of knowledge and experience to design effective learning environments, including the work of 19th- and early 20th-century educators, analyses of apprenticeship learning and of the spectacular learning of young children, and an extensive body of cognitive science research. The Collins, Brown, and Newman cognitive apprenticeship model is recommended; its four building blocks--content, methods, sequence, and sociology--together define an effective learning situation. Current programs for integrating academic and vocational education and apprenticeships in light

Programs; Consumer Economics; Cooperative Programs; *Coordination; *Educational Change; Educational Cooperation; Educational Finance; Education Work Relationship; Federal Legislation; High Schools; Home Economics; Job Training; Program Improvement; Special Needs Students; Technological Advancement; Two Year Colleges; *Vocational Education; Young Adults

IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Connecticut; Job Training Partnership Act 1982

The Connecticut State Council on Vocational-Technical Education recommends that federal vocational education funds should provide programs and services for all students, not just the disadvantaged and special needs students. Future curricula should combine academic content with "hands on" learning. The last 2 years of high school should be integrated with two-year colleges and apprenticeships in business. The United States does not commit substantial resources to students making the transition from school to work. Young adults should acquire higher level skills and earn higher wages. The council proposes reorganizing, restructuring, and reforming K-12 education. In Connecticut, federal funds are distributed in four sections: programs for special populations; program improvement; community-based programs; and consumer home economics programs. Programs are also provided for both adults and youths through the Job Training Partnership Act (JTPA). JTPA and Carl Perkins funds are often coordinated. (Ten recommendations are proposed and three appendices are provided: (1) Carl Perkins Vocational Education Act--proposed budgets; (2) examples of programs and services in Connecticut through the Carl Perkins Act; and (3) performance indicators for JTPA by service delivery area.) (NLA)

ED 337 708 CE 059 498

Is the Story Literacy, Decent Jobs, or Political Will? A Reporter's Guide to Emerging Adult Literacy Issues.

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.

PUB DATE- 91

NOTE- 56p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Community Programs; Cost Effectiveness; Counseling Services; Day Care; *Employment Opportunities; *Employment Programs; English (Second Language); *Job Skills; *Literacy Education; Mathematics Skills; Needs Assessment; Policy Formation; Program Costs; Program Effectiveness; Reading Skills; Services; Speech Skills; Technological Literacy; Transportation; Welfare Services

IDENTIFIERS- Arizona (Tucson); California (San Diego); Florida (Belle Glade); Job Opportunities and Basic Skills Program; Mississippi; New York (Westchester County); Ohio (Akron); *Workplace Literacy

Six reporters in diverse areas looked at how their communities were responding to adult literacy, basic skills, and workplace literacy programs. This guide contains six reports, three in each of its two parts: (1) Reporting on Welfare Reform--Is the Story Literacy or Decent Jobs? and (2) Reporting on Literacy Programs--Is There a "Literacy/Basic Skills" System? Part 1 contains the following papers: "San Diego--Gain, but at a Big Price" (Sharong Jones); "Akron--Training for 'Slave Labor,'" (Thrity Umrigar); and "Belle Glade--Heavy on Referrals, Light the state or trait anger inventories or the on self-esteem. As hypothesized, the self-destructive women obtained significantly higher scores on the depression inventory. They also reported significant concerns about their body image. Forty-six percent of the self-destructive women reported that they used drugs, while drug use was reported by only 9 percent of the non-self destructive women. The groups did not differ in their reports of sexual abuse or belief that they had an eating disorder. (LLL)

ED 337 728 CG 023 723

Downing, Brian; Tomczak, Timothy
A Developmental Analysis of Self-Monitoring and Sensation-Seeking.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (62nd, New York, NY, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Interpersonal Competence; *Personality; *Social Behavior
IDENTIFIERS- *Self Monitoring; *Sensation Seeking

People high in self-monitoring and sensation-seeking tend to be gregarious. For the self-monitor, social interaction is a means to the end of influencing others, and for the sensation-seeker it is a valuable source of stimulation. The present study explored the extent that the two constructs overlap by examining correlations between scores on the Revised Self-Monitoring Scale (RSMS) and Forms IV and V of the Sensation-Seeking Scale (SSS). Another aim of the study was to compare scores earned by individuals of different ages. College students (N=84) completed the RSMS and the SSS or just the RSMS. Results showed a significant relationship between self-monitoring and sensation-seeking. With regard to age, sensation-seeking seemed to decrease with age, possibly after age 24. This finding is consistent with research showing that sensation-seeking peaks during the teenage years and then decreases with age. It appears that the ability to modify one's self-presentation accounts for most of the overlap between self-monitoring and sensation seeking. Evidence from the study suggest that the significant positive relationship observed between self-monitoring and sensation seeking is real. (LLL)

ED 337 729 CG 023 724

Kandel, Elizabeth
Biology, Violence, and Antisocial Personality.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Antisocial Behavior; *Clinical Diagnosis; Crime; *Etiology; Foreign Countries; *Males; Mental Disorders; *Perinatal Influences; *Violence
IDENTIFIERS- Denmark

Aggressive and antisocial behavior have persisted as significant social problems. In response, a voluminous amount of research has been generated in an attempt to discover the causes of such behavior. Previous studies have examined separately the role of learning than part-to-whole or whole-to-part instruction. Among the many factors to be considered are his/her learning style, interests, abilities, aptitudes, health, and parental support. Instructional programs for learning disabled children should be based on the students' uniqueness just as it should be for all other children. Educators should be aware of the research done with LD children and should challenge any findings which are not found to be so in their experience with LD children. Parental support should be sought and successes should be shared with colleagues. Experience with children of all ages shows that in order to include all children, teachers must beware of letting the instructional pendulum swing too far in any one direction. There is a place for both whole-to-part and part-to-whole instruction for LD students, as those students favoring whole language instruction can profit by some part-to-whole instruction and those favoring part-to-whole instruction can profit by some whole language instruction. (RS)

ED 337 749 CS 010 726

Thompson, David R.
Reading Print Media: The Effects of Justification and Column Rule on Memory.
PUB DATE- Oct 91
NOTE- 35p.; Paper presented at the Southwest Symposium, Southwest Education Council for Journalism and Mass Communication (Corpus Christi, TX, October 6-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Layout (Publications); Periodicals; Reading Processes; *Reading Strategies; *Recall (Psychology); *Recognition (Psychology)
IDENTIFIERS- *Printed Materials; Print Media; Text Factors; *Text Formatting

A study examined the effects of column rules, justification, and the interactive effect of column rule and justification on memory. Subjects, 40 undergraduate students enrolled in journalism courses, read 12 text samples (taken from standardized reading tests) randomly assigned to one of six format conditions and presented on separate, simulated magazine pages in a four-column format in four randomly selected orders. Subjects responded to recall and recognition questions and a personal information data sheet. Three column rule conditions--column rule, no column rule, and "middle rule" (a vertical line running down the middle of the column of text)--were combined with two justification conditions (left and right justification or flush left/jagged right) to yield the six format conditions. Results indicated that the best score for recall was recorded in the flush left/jagged right and middle rule condition, the most "disruptive" graphic presentation. Findings suggest that graphic elements, especially justification and column rules, affect memory for magazine text. (Five figures and a table of data are included, and 40 references are attached.) (RS)

ED 337 750 CS 010 727

Hebrard, Jean
Changes in Systems for Teaching Children To Read: The Emergence of New Requirements for European School Education Systems. The Situation in France.
PUB DATE- Nov 90
NOTE- 9p.; Paper presented at the European Conference of

Subjectivity.
PUB DATE- Mar 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991). Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *Conferences; Higher Education; *Ideology; Literary Criticism; Professional Development; Rhetoric; Satire; Writing (Composition)
IDENTIFIERS- Academic Community; Academic Discourse; *Subjectivity

In his novel "Small World," David Lodge lampoons the professional conference experience and satirizes the academic participants. One real-life conference-goer identifies herself with one of the main characters of the novel: she is a conference and professorial novitiate but a quick study. After attending a few conferences, she found herself flipping through the index to conference programs to choose who, instead of what, to listen to. To answer nagging questions about her own conference experience, she constructed fictional conversations between and among other conference participants from notes taken at the time. A part of the mystical, magical conference ethos (why a particular speaker's presence influences auditors) is unraveled by Louis Althusser's discussion of the dialectical interplay of subject and object and Ideological State Apparatuses. What conference-goers do, who they listen to, and who they read later have to do with the fact that they are always already subjects, and as such constantly practice the rituals of ideological recognition. But to suggest that the academic conference functions as an Ideological State Apparatus, when many consider conferences as an honest and enriching part of their professional lives, is to make the ritual problematic. To see the conference as the site of ideology is to keep the institution in question, to hold it up to scrutiny. (RS)

ED 337 769 CS 212 907

Welsch, Kathleen A.
Recovering the Work of Students and Teachers in Nineteenth-Century Composition Books.
PUB DATE- 23 Mar 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Educational History; Higher Education; Rhetorical Theory; Textbooks; *Writing (Composition); *Writing Assignments; *Writing Instruction; Writing Processes; *Writing Teachers
IDENTIFIERS- *Composition Theory; *Nineteenth Century; Writing Models

A close reading of two nineteenth-century composition textbook prefaces reveals that teachers of that period attempted to rename and refocus the content and practice of composition to meet the imagined needs of real students, who were also frustrated and struggling. From the perspective of a twentieth-century composition teacher, William Swinton's "School Manual teaching prewriting strategies; prewriting strategies (for generating and organizing topics and ideas, for informative/descriptive writing, for expressive/narrative writing, for informative/narrative writing, for informative/classificatory writing, for persuasive/descriptive writing, and for persuasive/classificatory writing); writing the first through final drafts; revision and revision strategies; re-thinking the piece as a whole; specific revision strategies; editing and editing strategies; evaluation; techniques for self-evaluation; evaluation techniques for use by peers and for the teacher; and publishing. Five appendixes including a bibliography, sample activities, quotations, some student poems under the heading "letters that cannot be delivered," and an outline for a bio-poem are attached. (PRA)

ED 337 787   CS 213 032

Baker, Beulah P.
Insights into Compromise through an International Canon.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anthologies; *Critical Thinking; Cultural Context; Higher Education; *Literature Appreciation; *Multicultural Education
IDENTIFIERS- Compromise; *Literary Canon; Twentieth Century

An important aspect of rethinking reading lists and anthologies is the realization that new arrangements require close reading to determine assumptions, biases, and concerns. Readers are challenged to acknowledge multiple points of view while reconstructing their own ideas of who belongs to a culture and what comprises its literature. Redefining the canon and expanding it internationally not only does justice to diverse voices too often ignored, but also trains students to identify the point of view of a particular piece of writing and, consequently, to develop an attitude of reflective thinking. Focusing upon point of view while deliberately selecting novels which reflect compromises with society (such as Carlos Fuentes' "The Good Conscience," F. Scott Fitzgerald's "The Great Gatsby," Chinua Achebe's "Things Fall Apart," Ralph Ellison's "Invisible Man," and Nadine Gordimer's "Six Feet of the Country") contributed to critical thinking in a course on modern fiction. The context of this reconstructed canon of modern fiction expanded students' understanding not only of different cultures, but also of familiar ones, and opened dialogue concerning the seductions of conformity and compromise. Students learned to clarify the distinction between reading a character as the text defines him, and as the reader might prefer; and learned not to assume a novel shares their biases. Examining these novels allowed the students to see various cultures through the eyes of both members and outsiders, and of both proponents and opponents of wealth, stoicism, compassion, tolerance, and confusion. (PRA)

ED 337 788   CS 213 035

Brown, Julie; Brown, Robert
The Father Speaks, the Mother Talks Back: Revisionist, Rebellious Models for the Creative Writing Classroom.
PUB DATE- Apr 91

Publishing and national recognition to both the University of Wisconsin-Parkside and the University of Houston-Clear Lake. The success of the handbook is important because it has paved the way for other much-needed works that will increase the presence of women and minorities in academe, and is positive proof that such ideas can become viable projects which, in turn, result in significant contributions to women's studies and other fields. Perhaps the handbook is proof that no good deed goes unpunished or unpublished. Hopefully there will be more such works that result from the determination and dedication of women and men who are undeterred by the possible punishment that accompanies the task of the editor. Such "good deeds" must not go "unpublished." (PRA)

ED 337 808 CS 213 068

Coppinger, Stanley K.
Grammatical Transitions: A Study of One Basic Writer.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discourse Analysis; Grammar; Higher Education; Holistic Evaluation; *Learning Processes; *Writing Difficulties; *Writing Improvement; Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- *Basic Writers; Error Monitoring

A study traced the discourse control of one writer, over 3 years, from his basic writing course to his junior year "membership" in academia. It reported on the student's transitions in areas of print code control in 28 writing tasks from 6 classes covering 3 disciplines. The analysis involved 38 error patterns, including spelling, punctuation, and sentence structure. Results indicated that the learning process of basic writers is not pristine or predictable, and that there are no easy answers or obvious patterns. Results showed that none of the error patterns disappeared as a result of remediation and the developmental writing course; only the errors of run-on sentences and sentence fragments appeared to decrease. Results suggest that formal grammar instruction has little to do with the student's quality of writing, and that teachers, therefore, should not spend so much time teaching grammar. Individual and workshop instruction, as well as holistic evaluation, are recommended. (Two figures and a table of data are included.) (PRA)

ED 337 809 CS 213 069

Newsome, Alice
Emotional Transitions: The Studio/Peer Instructor Approach to Basic Writing.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; Higher Education; *Peer Teaching; Student Attitudes; *Tutoring; *Writing Difficulties; *Writing

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Elementary Secondary Education; Language Arts; *Speech Communication; *Speech Curriculum; *Speech Instruction
IDENTIFIERS- *Speech Communication Education

This booklet contains guidelines for developing oral communication curricula in kindergarten through 12th grade. The booklet addresses the issue of whether students are being taught to communicate effectively, and discusses the following topics: enhancing the role of oral communication in elementary and secondary education; the objective, overview, and criteria of oral communication curriculum (offering 13 guidelines--one for each grade from K through 12--for the development of a comprehensive, developmental elementary and secondary oral communication curriculum); oral communication competencies and content areas for kindergarten through 12th grade; resources and syllabi; and conclusions. Fifteen tables of examples and 32 notes are included. (PRA)

ED 337 829 CS 507 604

Cocetti, Robert A.
Understanding the Oral Mind: Implications for Speech Education.
PUB DATE- Apr 91
NOTE- 26p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991). "Filled" type throughout document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Narration; *Oral History; *Oral Language; *Speech Communication; *Speech Curriculum; Speech Instruction
IDENTIFIERS- Orality

The primary goal of the basic course in speech should be to investigate oral communication rather than public speaking. Fundamental to understanding oral communication is some understanding of the oral mind, that operates when orality is the primary means of expression. Since narrative invites action rather than leisurely analysis, the oral mind responds best to narrative structure. Educators can learn much about modern (electronic) communication by isolating the oral mind, that part of the intellect which was responsible for cultural developments before the literate era. Examining research with illiterate peasants suggests that the oral mind functions very well throughout life, and probably is the primary means of learning until its experiential mode is replaced with a metaphorical one through education. The oral mind, however, in spite of this mode shift, is alive and well, and is surviving in spite of literacy. Furthermore, the fact that narrative not only entertains, but instructs and persuades, demonstrates that stories function at multiple levels, and that the public speaker is a poet who doesn't know it. Finally, because all humans and their communication can be regarded as deserving of respect, oral communication must address the whole person. Basic speech pedagogy should incorporate narrative structure as a major means of organizing a speech. Another reason to incorporate stories into an oral communication class is that stories involve memorable language. An investigation of stories reveals much about the functioning of the oral mind and about districts, and statewide program results. (58 references) (LMI)

ED 337 848 EA 023 343

Bottoms, Gene; Presson, Alice
Reaching the Goal To Reduce the Dropout Rate.
PUB DATE- 91
NOTE- 34p.; Some print in tables may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Prevention; *Dropout Rate; Dropouts; *Educational Objectives; Elementary Secondary Education; High Risk Students; *State Action; State School District Relationship; *Statewide Planning; Student Attrition
IDENTIFIERS- *United States (South)

Strategies for reducing by one-half the school dropout rate in the southern United States are presented in this report. Sixteen recommendations made by the Southern Regional Education Board (SREB) are discussed. These involve the following general areas: setting local goals, focusing on student outcomes, improving the reporting system, and providing state leadership. A major conclusion offered is that reaching the dropout reduction goal requires state leadership initiatives that engage local leaders--in education, the community, and business--to higher levels of motivation, performance, and moral responsibility for successfully holding more students in school through graduation. Seven tables that illustrate regional educational and economic trends are included. (17 references) (LMI)

ED 337 849 EA 023 345

Educational Evaluation and Reform Strategies: The United States of America. Country Reports.
PUB DATE- 14 May 90
NOTE- 39p.; "Prepared...as a contribution by the U.S. Education authorities to the Education committee's activity on Educational Evaluation and Reform Strategies."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; *Educational Change; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Problems; Evaluation Research; School Based Management; School District Autonomy; School Effectiveness; *School Restructuring; Student Evaluation; Teacher Evaluation
IDENTIFIERS- *Reform Strategies

In the United States today, policymakers and citizens believe that the quality of their schools must be improved. Reform policies and strategies are the focus of the first section of this report. The four areas identified are the perception and interpretation of the problems of quality, the methods of preparing reform or ad hoc measures, the main features of reform or ad hoc measures, and the strategies of implementing adopted policies. Evaluation and monitoring of policies and reform comprise the second section. In contrast to other countries, the limited role of U.S. federal government in monitoring and evaluation is examined. Seven areas are identified: quality evaluation policies and their methods, evaluation of the quality of schools, evaluation of educational

IDENTIFIERS- *Austin Independent School District TX

Findings from a study to examine the relationship between school climate factors and student achievement in the Austin Independent School District are presented in this executive summary. Factor and regression analyses were used to analyze data from a survey of all public school professionals in the district. Findings suggested that differences in students' average achievement gains were related to their schools' learning and working conditions and that conditions related to student learning more strongly impacted achievement than did treatment of teachers as professionals or school discipline and management practices. The best predictor of student achievement was the percentage of school faculty willing to express displeasure with their school climate. Most faculty reported positive attitudes toward their schools' climates. Two tables are included. The appendix contains a list of survey items arranged by factor. (LMI)

ED 337 871 EA 023 396

Petersen, Margaret B.

Implementation of Successful Staff Development, Training and Follow-Up Using Quality Circle Employee Involvement in School-Based Management Schools.

PUB DATE- 91

NOTE- 72p.; Ed.D., Practicum, Nova University.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; *Participative Decision Making; *Professional Development; *Quality Circles; School Based Management; *Staff Development; Teacher Workshops

Results of a staff development program designed to enhance participative decision-making through improving the quality circle process are presented in this practicum report. Methodology was based on two sets of interviews--needs assessment and followup--with school leaders at two school sites and onsite observation. After identifying problems in implementing quality circle training in participative decision-making, the researcher collaborated with the school administrator and quality circle liaison person and developed a staff development model to improve utilization of the quality circle process and techniques. A conclusion is that the practicum implementation was successful in identifying needs and providing assistance. Recommendations are made for improving network leader training and providing for immediate technical assistance. Appendices contain the needs assessment survey, identified need checklist, final evaluation questionnaire, and staff development model. (49 references) (LMI)

ED 337 872 EA 023 397

Hurst, Betina S.

Design and Implementation of a Staff Development Program in the Elementary School.

PUB DATE- Jun 91

NOTE- 71p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Education; English Instruction; *Faculty

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Improvement; *Educational Needs; Educational Objectives; Elementary Secondary Education; Excellence in Education; *Outcomes of Education; *Public Schools; *School Effectiveness; State Surveys
IDENTIFIERS- *Iowa

An overview of Iowa public schools for the school year 1990-91 is provided in this report. Findings are based on school-site visitations made by the state "ambassador for education." Following an introduction, section 1 describes successes of the state public school system, some of which include changing classroom practices, increasing collaboration, meeting students' changing needs, and providing alternative programs and structures. The second section examines changing leadership roles, underscoring the need for professional development programs. Concerns of educators are discussed in the third section; these include societal problems faced by students, class size, lack of time, and institutional resistance to change. Visions for educational improvement held by teachers and administrators are described in section 4. The final section offers recommendations for improvement; these include providing motivation and investment, recognizing process as well as outcomes, and developing long-term goals. (LMI)

ED 337 892   EA 023 418

Hirth, Marilyn A.; Valesky, Thomas C.
A Nationwide Survey of School Administrator Training Program Provisions and Awareness of Certification Requirements for Administrator Competency in Special Education and Special Education Law.
PUB DATE- Aug 91
NOTE- 18p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (45th, Fargo, ND, August 11-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; *Certification; Compliance (Legal); Elementary Secondary Education; Legal Responsibility; *Special Education; *State Standards

Results of a nationwide survey that examined requirements of university administrator education programs for developing competence in the areas of special education and special education law are presented in this paper. Surveys mailed to department chairs at 123 universities elicited 66 responses, a 54 percent response rate. Findings indicate that universities are confused about endorsement requirements and do not adequately prepare administrators to confront special education issues. In light of the Regular Education Initiative, a movement to integrate regular and special education that would hold principals accountable for special education programs, it is important that administrators comprehend the regulatory requirements and pertinent case law. Three figures are included. (LMI)

ED 337 893   EA 023 419

Hall, Robert F.; Pierson, Max E.
Assessing Educational Adequacy: The Emphasis Is on Results.
PUB DATE- 91

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Human Relations; *Interaction; *Interpersonal Relationship; *Network Analysis; *Principals

By exploring the extent and nature of networks used by principals and their assistants, this article provides preliminary answers to the questions of how principals communicate with each other and the topics they discuss. Newly appointed principals and assistant principals (N=151) were surveyed, as well as a sample of experienced principals (N=131). Networking behaviors, topics discussed, and the frequency with which school administrators exhibit those behaviors were identified. A total return rate of 82 percent provided data for t-tests and factor analysis. Few significant differences are found by gender or administrative position (i.e., principal or assistant principal). Significant differences are found by experience, location of the school, and grade levels served. Those significant differences suggest that principals (and assistant principals) communicate most frequently about day-to-day operations of the school. They are most likely to communicate by telephone or at meetings. Secondary principals are more likely to talk about scheduling and discipline whereas middle/junior high principals talk about teaching techniques, homework, and grouping. Principals with varying levels of experience differed significantly in the topics they discussed with others. Elementary and rural principals network significantly less often than do their colleagues in cities and at other levels. Conclusions include specifying the topics that are networked and implications of the findings. (9 references) (RR)

ED 337 916 EA 023 451

Ernst, Don
The Context of Policy and Policy Making in Teacher Education. Occasional Paper No. 11.
PUB DATE- Feb 90
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Policy Formation; *Politics of Education; *State Action; State Agencies; State Standards; Teacher Certification; *Teacher Education; Teacher Education Programs
IDENTIFIERS- *State Role

Political influences in teacher education policy-making are examined in this paper, which identifies the political players involved and describes current state and national teacher education policy issues and activities. Methodology involved document analysis and interviews with one state education agency staff member from each of the following eight states: California, Colorado, Georgia, Illinois, Iowa, Massachusetts, Oklahoma, and Pennsylvania. Part 1 describes the current national discourse on teacher education, with a focus on organizations that occupy a special role in teacher education issues. The second part examines the state's role in the regulation of teacher education policy and identifies the players in the politics of certification and program approval. Policy processes and specific issues in each of the eight states are discussed in part 3. Findings indicate that teacher education policy formation is generally characterized by conflict between state control and teacher autonomy, the growth of licensure policies that circumvent teacher preparation formula; (2) Area Education Agency support dollars; and (3) federal dollars. Human resources include 304 special education teachers, 195 associates, 22 special education instructional support staff, and 5 specific administrators. A variety of program models are offered. District wide goals are developed on an annual basis. Improved strategies in prevention, identification, instruction, and cooperation are the focus of the Neighborhood Schools Project. Plans for improvement include expanding the Project, increasing collaboration with regular education and community agencies, and intensifying efforts to recruit and maintain quality instructional staff. The report details programs for each disability area as well as data on input evaluation (e.g., budget, textbooks and materials); process evaluation (e.g., job descriptions, inservice and staff development); and product evaluation (surveys, audits, intended and unintended outcomes). (DB)

ED 337 937   EC 300 679

Daro, Deborah; McCurdy, Karen
Current Trends in Child Abuse Reporting and Fatalities: The Results of the 1990 Annual Fifty State Survey. Working Paper Number 808.
PUB DATE- Apr 91
NOTE- 34p.; Partial funding for this research was provided by the Skillman Foundation. For 1989 Annual Survey, see ED 321 864.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; Child Neglect; Child Welfare; *Data Collection; Data Interpretation; *Death; *Incidence; *National Surveys; Policy Formation; Services; Substance Abuse; *Trend Analysis

This report details results of an early 1991 national survey of federal liaisons for state child abuse and neglect programs. Nationwide, child abuse reports increased 31% between 1985 and 1990. An estimated 39 out of every 1,000 U.S. children were reported as victims of child maltreatment, an average 4% increase over the previous year which is a slower growth rate than reported in the first half of the previous decade. A table presents reports by state for each of the past 5 years. The state showing the greatest decline in reports (Virginia) reported this might be due to elimination of duplicate reports as a result of a new computer system. Notable increases in reports were usually attributed to both a real increase in the incidence of maltreatment (often attributed to increased substance abuse) and more accurate reporting. Substantiation rates were not standardized across states. Only 26 states could provide an estimate as to the percentage of substantiated cases which received services (a mean of 78%). Data on type of maltreatment is summarized for 22 states. Also reported are child maltreatment fatalities by state (a national total of 1,211 during 1990). Briefly discussed are effects of increased substance abuse, child welfare services, and policy implications. Footnotes are included. (DB)

ED 337 938   EC 300 680

Daro, Deborah; Gelles, Richard
Public Attitudes and Behaviors with Respect to Child Abuse Prevention 1987-1991. Working Paper Number 840.
PUB DATE- Apr 91
NOTE- 18p.
LANGUAGE- English

classroom technique to introduce new English vocabulary to deaf students. (17 references) (JDD)

ED 337 957 EC 300 699

Brownell, Mary T.; And Others
Differences in Transfer Propensity and Learning Speed on Balance-Scale Problems for Students with Learning Disabilities and Other Low-Achieving Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Apr 91
NOTE- 40p.; Paper presented at the Annual Meeting of the American Education Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Generalization; Intelligence; Junior High Schools; *Learning Disabilities; Learning Processes; *Low Achievement; Maintenance; Performance Factors; *Problem Solving; *Transfer of Training
IDENTIFIERS- *Zone of Proximal Development

Research on Vygotsky's zone of proximal development theory was used as a foundation to investigate differences in the learning and transfer ability of 30 students with learning disabilities (LD) and 30 students with matched low achievement (LA), from grades 7 and 8. The two groups were assessed on their problem-solving ability on a balance scale learning task and three transfer tasks under unassisted and assisted conditions. Analyses were conducted to determine group differences in performance on several measures of learning, transfer, and maintenance. Results indicated inconsistent performance differences between the two groups. Students with LD performed similarly to students with LA on measures associated with the learning task, but generally outperformed students with LA on measures associated with the transfer task. It is concluded that students with LD are more capable than students with LA of maintaining and transferring their learning, suggesting that the ability to transfer learning is more closely related to general intelligence than to a specific learning disability. (30 references) (JDD)

ED 337 958 EC 300 700

Sullivan, Sharon
Program Offerings for Out-of-School Adults with Learning Disabilities.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Education; Adults; Counseling; *Daily Living Skills; Interpersonal Competence; *Learning Disabilities; Postsecondary Education; Program Descriptions; Special Programs; *Vocational Education

This annotated listing of program offerings for the out-of-school adult with learning disabilities is intended as a national reference guide. The 26 programs listed represent those available for learning-disabled adults who may never attend or do not succeed in traditional college programming. The programs focus primarily on basic education, independent living skills, vocational skills, counseling, and social skills. The programs representatives of private and voluntary organizations and associations, such as Citizens Committee for Children of New York, Quality Education for Minorities Network, National Association for Perinatal Addiction, Just Kids, Children's Defense Fund, National Center for Children in Poverty, and New York State Parent Committee for the Education of Children with Handicapping Conditions; (3) representatives of special schools and intervention programs including the Miriam de Soyza Learning Center and the Hebrew Institute for the Deaf and Exceptional Children; (4) representatives of universities, including the University of Massachusetts Medical Center and Rutgers University's JFK Center for Infants with Disabilities; and (5) concerned parents. (JDD)

ED 337 978 EC 300 720

Walker, Pam; And Others
Resources on Integrated Recreation/Leisure Opportunities for Children and Teens with Developmental Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 47p.; Original document produced on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Adolescents; Children; Community Programs; Delivery Systems; *Developmental Disabilities; Elementary Secondary Education; Friendship; Human Services; *Integrated Activities; *Leisure Education; Recreational Activities; *Recreational Programs; Resident Camp Programs; *Severe Disabilities; *Social Integration

This information package compiles several resources for supporting children and teens with severe disabilities in integrated recreation/leisure activities. The package contains: (1) an overview article by Pam Walker titled "Supports for Children and Teens with Developmental Disabilities in Integrated Recreation/Leisure Activities," with 19 references; (2) an article reprint titled "Our Leisure Identity/Vos Loisirs et Vous" by Judith McGill, emphasizing the importance of leisure experiences, the connection between leisure and friendships, and the need to assist people with disabilities to develop "leisure identities"; (3) an article reprint titled "The Kid from Cabin 17" by Pam Walker and Betsy Edinger, describing the experiences of a child with severe disabilities at a regular camp and implications for designing support services at camps or other recreation settings; (4) an article reprint titled "Supporting Children in Integrated Recreation" by Pam Walker; (5) an article reprint titled "A Sense of Belonging" by Bonnie Shoultz which provides examples of ways in which people with disabilities have become involved in ordinary community recreation and leisure activities; (6) the "Montgomery County (Maryland) Department of Recreation Policy Statement on Mainstreaming"; (7) a 15-item annotated bibliography on integrated recreation for children and teens; and (8) descriptions of four human service and community agencies and programs promoting positive integration practices. (JDD)

ED 337 979 EC 300 721

Developmental Educational and Loving Child Care Center (Denver, Colorado) at which 25 percent of the children have disabilities; International Business Machines which offers financial assistance and a liberal leave policy to employees with disabled children as well as assistance in expansion of a local day care center; the Trident Child Development Center (Charleston, South Carolina), which is associated with a medical center and includes children with special needs; Steelcase Inc. (Grand Rapids, Michigan), which offers a resource and referral service to employees; and Los Angeles Department of Water and Power, which finds child care providers for children of their employees with special needs. (DB)

ED 337 998 EC 300 740

Focus on Perinatal Substance Abuse. MCH Program Interchange.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- Aug 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Alcoholism; Child Health; Drug Abuse; *Perinatal Influences; *Pregnancy; *Prenatal Influences; Publications; Resources; *Substance Abuse
IDENTIFIERS- Maternal and Child Health Services

This document provides information about selected materials related to perinatal substance abuse. Materials include books, reports, directories, and other items issued from 1987 to 1991. Most citations provide author, title, date, contact, ordering information, and a brief abstract. The resource guide describes 13 materials from state and local agencies; 18 materials from federal agencies; and 15 materials from educational, voluntary, and professional organizations. The last two sections include eight materials from the Maternal and Child Health Bureau's special projects of regional and national significance and three "other" selected materials. Also included is a listing of continuing education opportunities including four conferences and two training programs. (DB)

ED 337 999 EC 300 741

Engstrom, Karen; And Others
Creating Community Linkages: A Guide to Assertive Outreach for Homeless Persons with Severe Mental Illness.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- 90
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assertiveness; Community Programs; Financial Support; *Homeless People; Intervention; *Mental Disorders; Models; *Outreach Programs; Psychosis; *Social Work; Substance Abuse; Therapy
IDENTIFIERS- Case Management

This manual is intended to help train case managers to work more descriptive/contrastive studies declined, resulting in a changed research paradigm. Introduction of the term "interlanguage" marks the recognition of utterances of the second language learner as reflecting an underlying coherent language system. Two important aspects of interlanguage include: (1) markedness relations within the language system are relevant to language learning processes; and (2) a language system consists of different modules that interact during the language production process. However, these theories explain only certain phenomena within a complex system determining language behavior and language development of second language learners. The principle of universal grammar, which works from the assumption of an innate capacity for native language learning, offers a more useful framework for examining second language learning. Universal grammar research suggests that the linguistic relationship defined with this approach can account for phenomena such as coherence and order of acquisition in second language learning. A 66-item bibliography is included. (MSE)

ED 338 020 FL 019 535

Extra, Guus
Ethnic Minorities, Language Diversity, and Educational Implications: A Case Study on the Netherlands.
PUB DATE- 90
NOTE- 28p.; In: "Balance & Perspectives: 25 Years of Dutch Applied Linguistics" (see FL 019 532).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; *Applied Linguistics; Change Strategies; *Cultural Pluralism; *Demography; Educational Change; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; Language Research; Linguistic Theory; *Minority Groups; *Public Policy; Research Needs; Trend Analysis
IDENTIFIERS- Europe (West); *Netherlands

A discussion of the Dutch situation looks at how growing immigrant numbers and resulting second language groups have prompted a rethinking of traditional concepts of education. First, ethnic population trends across national boundaries in Western Europe are examined and basic statistics on ethnic minorities in the Netherlands are presented. The consequences of linguistic diversity for elementary, secondary, and adult education are then discussed, focusing on the first and second language acquisition of ethnic minorities at each level. It is concluded that ethnolinguistic variation is conceived by most majority groups in terms of problems and deficits rather than resources and differences. This biased conception is evident in government policy definition of ethnic minority groups, with socioeconomic, not ethnolinguistic, status the primary criterion for access to special services. There is an urgent need for policy on ethnolinguistic variation that would explore and extend existing non-indigenous language resources in the Netherlands. Efforts at each educational level should be extended and coordinated, including development of teacher training programs and teacher qualifications. Research is also needed, and a current effort to promote quality second language instruction in elementary and secondary education must be extended to include first and second language instruction at all levels. (MSE)

ED 338 021 FL 019 536

Unmasked"; "Implementations Are Not Conceptualizations: Revising the Verb Learning Model"; "The Acquisition of V Movement"; "Semantic Inferences: The Role of Count/Mass Syntax"; "Distributional Analyses of Parent-Child Conversational Interaction"; "What's Missing in Dutch?"; "Do Young Children Linguistically Encode the Notion of Agent?"; "Crosslinguistic Evidence for the Structure of the Agent Prototype"; "Bootstrapping from Agency: Early Notions of Agency According to Pinker's Semantic Bootstrapping Hypothesis"; and "Semantic Roles and Grammatical Relations." (MSE)

ED 338 042 FL 019 703

Ochs, Elinor
Cultural Universals in the Acquisition of Language.
PUB DATE- Jul 90
NOTE- 20p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p1-19.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contrastive Linguistics; *Cultural Influences; *Cultural Traits; *Language Acquisition; Language Research; *Language Universals; Linguistic Theory

It is proposed that there are cultural universals in the use of language and that these universals have implications for language acquisition. The model rests on three hypotheses: (1) there are culturally universal tendencies in the linguistic marking of four dimensions of language (epistemic and affective stances, social acts, social activities, and social identity); (2) language and culture universals lie primarily in the "indexing" of stance and social acts, the marking of which is more widespread and conventionalized across social groups than the marking of other domains; and (3) language and culture particulars lie primarily in how stance and social acts relate to social activities and social identities. Interlocutors understand a large portion of the stance and social act meanings indexed in one another's utterances. It is concluded that research is needed in determining precisely how and when language acquirers develop competence in indexing and linguistically constituting social life. A 23-item bibliography is included. (MSE)

ED 338 043 FL 019 704

Cheung, Sik Lee
The Acquisition of Locative Constructions in Cantonese Children.
PUB DATE- Jul 90
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p20-27.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cantonese; Foreign Countries; *Grammar; *Language Acquisition; Language Research; Linguistic Theory; *Spatial Ability; Uncommonly Taught Languages; Young Children
IDENTIFIERS- China; *Locatives; *Word Order

A study investigated how Cantonese children acquire word order in the locative system, which is very complex in their native

General Educational Development Test.
PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Correctional Education; *High School Equivalency Programs; *Predictive Validity; *Prisoners; Scores; Test Results; *Test Validity
IDENTIFIERS- *General Educational Development Tests; *General Education Performance Index

Because prisoners are often denied a chance to take the General Educational Development (GED) test because of low scores on the General Education Performance Index (GEPI), a study was conducted to determine whether total standard scores on the GEPI of 220 or greater could be used to predict total standard scores of 220 or greater on the GED test. The total standard test scores of 118 inmates who had taken both tests were used. Scores were categorized into three groups: (1) both scores above 220; (2) both scores below 220; and (3) one score above and the other score below 220. Categories one and two were considered correct predictions whereas category three was considered an incorrect prediction or expectation. A Z-Test of proportions was conducted on the total standard scores. Results, confirmed by chi-square analysis, showed that the higher the total standard score on the GEPI, the greater the chances for GED total standard scores to be correspondingly higher. A total standard score of 240 or higher on the GEPI yielded GED scores of 225 or higher (220 is passing) in 84 percent of the cases. The study recommended that 240 or higher on the GEPI should be used as the cut-off point for allowing inmates to take the GED. (17 references) (KC)

ED 337 578 CE 058 904

Woloszyk, Carl A.
Influences on Students Selecting Cooperative Education Programs in Michigan High Schools. Final Report.
SPONS. AGENCY- Western Michigan Univ., Kalamazoo, Coll. of Education.
PUB DATE- 20 Jun 91
NOTE- 135p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Education; Decision Making; *Enrollment Influences; Family Influence; Goal Orientation; High Schools; Instructor Coordinators; Parent Influence; Publicity; Public Relations; Racial Differences; Sex Differences; State Surveys; *Student Educational Objectives; Student Interests; Teacher Influence
IDENTIFIERS- *Michigan

Factors influencing the decision of high school students to enroll in cooperative education programs were investigated in a survey. The stratified random sample consisted of 275 high school students currently enrolled in cooperative education programs in five different types of communities throughout Michigan. The survey questionnaire included 8 demographic questions and 35 items dealing with reasons for enrolling in cooperative education. Students indicated their agreement or disagreement with selected people as influences, promotional strategies, and educational and personal reasons for enrolling in a cooperative education program. A chi-square test for education programs; (10) top 10 areas of strength; (11) activity guide and timeline; (12) research on attitudes about business, marketing, and marketing education; and (13) plans for marketing marketing education. (NLA)

ED 337 596 CE 059 093

Strategies for Vocational Education Delivery Systems. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- May 89
NOTE- 137p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Delivery Systems; Dropout Prevention; Educational Change; Educational Research; *Enrollment Trends; Flexible Scheduling; Instructional Development; *Postsecondary Education; *Program Effectiveness; Program Evaluation; Statewide Planning; Student Attitudes; Teacher Attitudes; *Vocational Education; Vocational Schools
IDENTIFIERS- *Arkansas

A 3-year project analyzed the Arkansas postsecondary vocational-technical education system to determine how effectively delivery was meeting the objective of providing vocational training. Two postsecondary vocational-technical schools in Northeast Arkansas were selected as pilot schools to test the innovative strategies that evolved from the project. The following research and survey activities were conducted: (1) a student survey to determine needs and preferences concerning vocational education; (2) program monitoring and evaluation; (3) survey of Mississippi County businesses and industries to determine needs; (4) student opinion polls to analyze perceptions of their vocational education experience; and (5) an administrator/instructor survey of perceptions of changes. Enrollment of the two pilot schools was monitored. Findings were used as the basis for these state-level recommendations: follow-up on new curriculum; designation of multiple exit points; syllabi development; a move to credit hours; more local contact by state-level program supervisors; provision of qualitative research information; articulation/dual admissions; upgrading of school facilities; and flexible scheduling. The following local-level recommendations were also made: articulation agreements, early access to counseling, early intervention, and recognition of successful graduates. (Appendixes, amounting to approximately one-half of the report, include instruments, proposed calendars, and model school plan.) (YLB)

ED 337 597 CE 059 094

Increasing and Expanding Vocational Education through Internship Arrangements in Technical Education. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Oct 89
NOTE- 39p.; Cover title reads "Improving and Expanding Vocational Teacher Education through Internship Arrangements in Technical Education."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Food Production, Management and Services: Service. Teacher Edition. Second Edition.
PUB DATE- 92
NOTE- 385p.; For related documents, see ED 333 165 and CE 059 203.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; *Dining Facilities; Employment Potential; *Food Service; *Foods Instruction; High Schools; Job Skills; Marketing; Occupational Safety and Health; Postsecondary Education; Sanitation; Teaching Guides

This food production, management, and services teacher guide contains nine units: (1) orientation; (2) types of service; (3) table settings; (4) dining room personnel; (5) dining room procedures; (6) side work; (7) guest/employee relationships; (8) sales techniques; and (9) safety and sanitation. Suggestions are included to increase reinforcement of the academic and workplace basic skills. Each unit contains some or all of the following sections: (1) objective sheet--including unit and specific objectives; (2) suggested activities--instructional plan, teacher suggestions, resources used in developing unit, suggested supplemental resources, and instructions for evaluating student performance; (3) answers to assignment sheet; (4) answers to written test; (5) written test; (6) unit evaluation form; (7) information sheet; (8) student supplement(s); (9) assignment sheet(s); (10) job sheet(s); and (11) disseminating material. The guide also includes the following: competency profile; instructional/task analysis; related academic and workplace skills list; tools, equipment, and materials list; eight references; and glossary. (NLA)

ED 337 615 CE 059 207

Jester, Marie H.
Guidelines for Implementing Workplace Literacy Programs.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 90
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Advisory Committees; Community Involvement; Instructional Materials; Lesson Plans; Marketing; Mathematics Skills; Needs Assessment; Program Evaluation; *Program Implementation; Reading Skills; School Business Relationship; Writing Skills
IDENTIFIERS- *Workplace Literacy

This document provides guidelines for implementing workplace literacy programs. Project leadership selection, characteristics and skills, education and experience, and roles and responsibilities are reviewed. Community and business involvement, partnership development, and the voluntary advisory council components of a marketing workplace literacy program are discussed. Also addressed are program development, internal and external evaluation, barriers to producing top quality programs, recommendations, and quantitative and qualitative project outcomes. The bibliography consists of 5

1989 advisory committee meeting, the MEEPG evaluation form, and a set of field test instruments are appended. (YLB)

ED 337 633 CE 059 264

Lang, Sheri K.
Identification and Implementation of a Career Guidance and Counseling Model for Small Districts. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 90
NOTE- 194p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; *Career Development; Career Education; *Career Guidance; *Guidance Programs; Models; Program Development; Program Implementation; School District Size; Secondary Education; Small Schools; Statewide Planning
IDENTIFIERS- National Career Development Guidelines; *Small School Districts; *Texas

This final report describes a project that identified the core components of a model program for the delivery of career guidance and counseling to all students at grades 7-12 and then developed and implemented the program. Project activities included selection and use of an advisory committee, provision of inservice training, program development, and development and validation of guidelines for the model program. Appended to the brief report is the project's implementation and resource manual entitled "A Texas Guide to Career Development Guidance Programs." The manual, which comprises most of this document, is designed to assist local district and campus personnel in developing, improving, or expanding a career development program that is developmental by design and includes sequential activities with identified resources and a full range of program activities. The manual is organized in four sections. The introduction provides definitions and program purpose, rationale, philosophy. The program model describes program content, presents a detailed listing of student competencies with performance indicators, and discusses program structure and processes. The implementation guide is a planning tool that provides the details necessary for local district/school planning procedure to begin a program of career development guidance. The appendix has two parts: a set of planning procedural charts and information and a resource listing. (YLB)

ED 337 634 CE 059 265

Coyle-Williams, Maureen
The 1990 Perkins Amendments: No More "Business as Usual." TASPP Brief.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Compliance (Legal); *Educational Improvement; Educational Philosophy; *Educational Practices; Educational

divided into four functional levels: (1) below 200; (2) 200 to 214; (3) 215 to 224; and (4) above 225. Goal attainment by reason for enrollment, the goal attainment survey, and the ECS Appraisal form are included in the 1989 report.) (NLA)

ED 337 653 CE 059 314

California Career Assessment Model Manual. Draft.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- Feb 91
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; *Career Counseling; *Career Development; Education Work Relationship; Interest Inventories; *Models; Occupational Aspiration; Postsecondary Education; *Program Development; Program Implementation; Secondary Education; Situational Tests; Student Evaluation; Student Placement; *Vocational Evaluation; Vocational Interests; Work Sample Tests
IDENTIFIERS- *California Career Assessment Model

This model is an updated version of the California Agency-Based Vocational Assessment Model Draft developed in 1986. The first section of the manual summarizes the background of career assessment, defines the process, and provides a rationale for it. The second section analyzes critical issues in assessment. The assessment model and its stages follow. The three stages in the model serve as decision points to determine an individual's readiness for placement into an educational program or a job. Assessment methods are suggested for each stage that range from general career interest interviews and inventories in Stage I to employability and aptitude assessment in Stage II, to job-specific and work-sample assessment procedures in Stage III. The manual provides a list of important questions that should be asked for targeted groups of individuals and suggests methods for each stage of assessment as well as planning documents to record information. Appendixes include sample assessment forms such as an appraisal checklist, individual career plans, individualized transition plans, and employability development plans. A summary report of the California Education Summit of December 12-13, 1989, and a 24-item glossary are also included. (KC)

ED 337 654 CE 059 315

Career Guidance. Resource Handbook for Teachers and Counselors and Instructional Materials and Activities for Students. Revised.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 90
NOTE- 376p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; *Career Guidance; *English (Second Language); Instructional Materials; *Interest

A brief curriculum guide lists essential elements and specific objectives for each instructional unit. (KC)

ED 337 672 CE 059 342

Snider, Bob
Industrial Electronics II for ICT. Student's Manual.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 90
NOTE- 290p.; For corresponding instructor's guide, see CE 059 341.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citations (References); Competence; Competency Based Education; *Course Content; Educational Resources; *Electric Circuits; *Electricity; *Electronics; Electronics Industry; Electronic Technicians; High Schools; *Job Skills; Lesson Plans; Occupational Information; Pretests Posttests; State Curriculum Guides; Teaching Methods; Test Items; Trade and Industrial Education; Units of Study; Vocational Education
IDENTIFIERS- Texas

This student manual contains the following six units for classroom and laboratory experiences in high school industrial electronics: (1) introduction and review of DC and AC circuits; (2) semiconductors; (3) integrated circuits; (4) digital basics; (5) complex digital circuits; and (6) computer circuits. The units include unit objectives, specific objectives, informational material, and exercises. Materials are illustrated with line drawings. (KC)

ED 337 673 CE 059 346

Smith, Jack; And Others
2 2 Electronics. A Model Program Development Project.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 90
NOTE- 231p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; College School Cooperation; Competence; Competency Based Education; Course Content; *Curriculum Development; *Electric Circuits; *Electronics; Employers; High Schools; Labor Needs; Program Development; Program Evaluation; Program Guides; Program Implementation; Student Evaluation; Two Year Colleges

This document contains materials and information used during and developed by a model 2 2 electronics technology program development project conducted by Gainesville High School and Cooke County College, Texas. A procedures manual provides information on grant application, surveys, committees, curricula, articulation agreement, and goals and objectives. Other contents include a description of the problem area, project goals and objectives, timeline, and committee member lists. A labor survey includes results indicating demand for specific types of job skills. A report on student assessment recommends an assessment process in electronics that prevents student failure. Appendixes to this report include results of a textbook readability examination, a profile of the electronics program, sample assessment tracking form, implementation plan, course descriptions, competency profiles, the articulation agreement between the school district and the college, of the cognitive apprenticeship model are described. The paper concludes that the cognitive apprenticeship model could be a good vehicle for learning and should be implemented in more situations. (13 references) (KC)

ED 337 690 CE 059 388

Cooperative Demonstration Program for High Technology Training. Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 49p.; For the April 1991 performance report, see ED 333 136.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; College Programs; *Computer Science; *Demonstration Programs; *General Education; Information Dissemination; Microcomputers; Models; *Nontraditional Students; Outcomes of Education; Program Effectiveness; *Program Implementation; Skill Development; Technical Education; Technological Advancement; Two Year Colleges
IDENTIFIERS- Indian Hills Community College IA

A model project at Indian Hills Community College, Ottumwa, Iowa, provided a degree-bearing second-year course of vocational study to a nontraditional audience seeking high-technology training. The flexible, competency-based program offered three paths of study: a course in personal computing resulting in a diploma or an associate degree, an Associate of General Studies degree in Advanced Technology, and courses to be taken for skills upgrading/enhancement. The program was designed to use flexible study time, laboratory time, industry representatives, educational facilitators, and other college personnel in an innovative way. It was conducted during evenings to ensure accessibility. From summer of 1990 through spring of 1991, 73 students (68% female) participated in the program, 13 more than initially targeted. Of the 15 students who graduated during this time, 8 found employment in a related field, 5 found unrelated employment, and 2 continued their training. Costs per student were approximately $5,000. The project required input from a project supervisor, a project coordinator/secretary, a matriculation specialist, educational facilitators, and release instructors. (Appendixes, which make up more than one-half the report, include dissemination material--outreach letters, program brochures, newspaper advertisements, and a dissemination workshop agenda--and an external evaluator's report.) (KC)

ED 337 691 CE 059 389

Dowd, Steven B.
A Human Resource Development Action Plan for the Radiography Program Sponsored by Lincoln Land/St. John's Based on a View of the Radiographer of the Future.
PUB DATE- Aug 91
NOTE- 69p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Allied Health Occupations Education; Community Colleges; *Educational Planning; Futures (of Society); Human Resources; *Long Range Planning; Nuclear Technology;

on Jobs" (Christopher Boyd). Part 2 contains the following papers: "Laurel--Adjusting Again to Higher Skills" (Lea Anne Brandon, Reagan Walker); "Tucson--Skills Gap in Two Languages" (Susan Knight); and "Westchester County--Cracks in the Systems" (Rhoda Gilinsky). The following conclusions are presented: (1) few data attest to the success of these programs; (2) math skills may be more important than reading skills; (3) lack of support services is a significant barrier to program success; (4) no single system for adult literacy exists; (5) more coordination between programs and employers is needed; and (6) programs are more successful if participants improve literacy skills while preparing for jobs. (NLA)

ED 337 709 CE 059 507

Baggett, Connie D.; Banski, Kathleen
Development and Testing of an Expert System To Assist in Evaluating Handicapped Vocational Students for IEPs. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Oct 88
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Aptitude Tests; *Computer System Design; Diagnostic Tests; *Disabilities; *Disadvantaged; Examiners; *Expert Systems; High Schools; *Individualized Education Programs; Intelligence Quotient; Interest Inventories; Scores; *Special Needs Students; Test Interpretation; Vocational High Schools
IDENTIFIERS- Pennsylvania

The development of individualized educational programs (IEPs) has become a burden for many secondary school systems. The primary objective of the project described in this report was to develop a computer system that would help in the development of IEPs for all 15,000 handicapped and/or disadvantaged students enrolled in Pennsylvania's vocational programs. Collection of tests and their criteria used in IEP development was the method used to obtain data, using a 10% sampling of school districts. The Singer Vocational Evaluative System and the Vocational Interest Assessment Survey were incorporated in the program. Information was put in the proper computer syntax, and logic sequence models for data usage were constructed. The instrument was tested using data appropriate for handicapped students enrolled in the programs. The system performs the following operations: (1) locates discrepancies and results of intelligence quotient (IQ) tests; (2) classifies the IQ score; (3) compares achievement and IQ standardized results; (4) classifies isolated IQ results into educational terms; and (5) offers some guidelines related to a student's probable academic abilities. The following factors may affect the results offered by the program: physical limitations of the student; basing decision on aptitude or interest results as isolated test scores; and evaluator errors--these may be eliminated by reviewing test procedures. (Five appendices forming the bulk of the document are: (1) list of professional contacts and organizations; (2) sampling of special needs students' assessment instruments; (3) users' guide--IEP assessment aid; (4) sample computer assessment output; and (5) computer programmed information.) (NLA)

ED 337 710 CE 059 511

perinatal biology in the etiology of violent criminal behavior and the etiology of Anti-Social Personality Disorder (ASP). This study brought together those two studies in order to test the hypothesis that violent behavior and ASP may result from different etiological factors. The two studies used Danish birth cohorts to examine both perinatal health and violent, aggressive, and antisocial behavior later in life. In the first study data were gathered from 256 male subjects in a Danish perinatal study. This study indicated that birth complications were strongly related to violent criminal offending, especially to recidivistic offending. The second study sought to determine if there was a relationship between ASP and perinatal difficulties. Danish male subjects (N=94) were part of a study focusing on the comparative behavior of high- and low-risk boys. The results of the study suggested that ASP was unrelated to birth complications. The contrasting findings (positive findings of a relationship between perinatal factors and violent criminal behavior versus negative findings when the diagnosis of ASP is used) implies that ASP and violent criminal behavior may have different etiologies. Findings such as these studies suggest may result in a re-examination of the purpose and utility of a diagnosis such as Anti-Social Personality Disorder. (ABL)

ED 337 730 CG 023 725

Kramer, Patricia
If I Don't Love Me, Who Will? Developing Self-Esteem in Youth.
PUB DATE- Mar 91
NOTE- 8p.; Paper presented at the Annual National Youth Professionals' Institute (17th, Anaheim, CA, March 24-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Needs; *Educational Trends; Elementary Secondary Education; *Humanistic Education; Interpersonal Competence; *Self Esteem; *Student Needs; *Trend Analysis

Education was designed to prepare young people for the adult world, to enable them to find some degree of success in whatever they choose to do. It is thought if that educators can teach young people to read and write, they will succeed. But the primary reason people lose jobs is not because they do not have basic skills but because they cannot get along with one another in the workplace. The real problems faced by students include: low self-esteem; inability to communicate clearly; inability to deal with stress; problems with handling anger and conflict; lack of opportunity to determine options and make choices; lack of understanding that one's behaviors entails consequences; feelings of unrealistic expectations and limited potential; and lack of gender equity in parental behavior. One program that has had significant success in combating these social problems is described. Called "The Dynamics of Relationships," and originally piloted in Washington, D.C., the course allows young people to develop: (1) a strong and secure sense of self-worth; (2) more effective communication skills; (3) the ability to cope constructively with disappointment, loss, and rejection; and (4) clearer and more realistic expectations about their future roles in life. In summary, teaching students to read and write without also teaching them to function as social beings does not make sense. The educational system and society need major reforms. The new "three Rs" of the '90s must be respect, responsibility, and relationships. (ABL)

Directors of Educational Research Institutions (6th, Bled, Yugoslavia, October 9-12, 1990). Conference Theme: "Literacy and Basic Education in Europe on the Eve of the 21st Century."
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compulsory Education; Core Curriculum; *Educational History; Educational Practices; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Illiteracy; *Reading Failure; Reading Instruction; Vocational Education
IDENTIFIERS- *France

Virtually every country in Europe discovered in the late 1970s that a section of its population had serious difficulties in using written language. Examined from an historical angle, this phenomenon can be seen as part of a complicated set of factors. Urban France can be said to have been fully literate by the late eighteenth century, especially in the north. Literacy rates crossed the 90% threshold in 1888 for men and 1895 for women. It was not until the 1960s that the public became aware that French schoolchildren were taking too long to complete their compulsory schooling. The system of parallel but alien educational institutions (primary and secondary) came to an end in the 1960s as families began to demand of the schooling system more education and qualifications for their children. In 1975, a 4-year common-core curriculum to follow the 5 years of primary schooling was implemented. In addition, the school system established structures for assisting children with learning difficulties. In France technical and vocational training developed relatively late. Apprentice schools remained aloof from the educational controversies but were thrown off balance when in 1963, the common-core curriculum meant that technical and vocational education was postponed until pupils had been channeled into different forms of education. Academic failure in the 1970s was a problem at both ends of the school system: at the beginning of compulsory schooling when children had to learn how to read, and at the end when there was no way out other than early entry into apprenticeship (when it had to be admitted that not every schoolchild knew how to read). (RS)

ED 337 751 CS 010 728

Moustafa, Margaret
An Interactive/Cognitive Model of the Acquisition of a Graphophonemic System by Young Children.
PUB DATE- May 91
NOTE- 13p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; *Child Language; *Decoding (Reading); Foreign Countries; *Language Acquisition; *Models; Phoneme Grapheme Correspondence; Primary Education; Reading Research; *Word Recognition
IDENTIFIERS- Analogy

An interactive/cognitive model can account for the acquisition of a graphophonemic system by young children and be compatible with the cuing explanation, which posits that readers use their graphophonemic knowledge in coordination with their knowledge of language and the world to make sense of print. Explanations

of English Composition" offers a constraining series of rigidly structured principles and assignments. A close reading of the preface, however, indicates that the author saw his textbook as different from traditional writing instruction. While the assignments in the book also seem overly restrictive, they offer the students the opportunity to write from the start instead of first learning the principles of rhetoric. George Quackenbos' "Advanced Course of Composition and Rhetoric: A Series of Practical Lessons" offers a clear representation of how nineteenth-century composition and rhetoric are imagined as "mental discipline." While Quackenbos aligns himself with the rhetorical tradition by gleaning material from textbooks regarded as standards, he resists traditional practice and offers students a set of guidelines for composition. Although the assignment language in the textbook sounds formal and stiff, it reveals a strategy for writing familiar to contemporary composition teachers. By not conflating the nineteenth- and twentieth-century positions into a generalized conception of composition, by allowing them to speak to and inform each other, composition teachers can form a renewed understanding and appreciation of their own work and the work of nineteenth-century students and teachers. (RS)

ED 337 770 CS 212 933

Eanet, Marilyn G.
Expanding Literacy by the Use of Imaginative Literature in the Teacher Education Classroom.
PUB DATE- Dec 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Instructional Innovation; *Literature Appreciation; *Preservice Teacher Education; Reading Material Selection; *Student Attitudes; Supplementary Reading Materials; Undergraduate Students

A teacher educator wanted to help teacher education students examine and get beyond the years of modeling and conditioning in the less productive aspects of traditional teaching practice. Based on her personal experiences with literature, and convinced of the power of imaginative literature to be a positive influence in teacher education, she selected several readings to use with an elementary reading methods course and with a secondary methods course that combined content reading with an introduction to basic teaching skills. Students were asked to read the selections and write personal responses in their journals. Quotations from students' journals indicated that reading imaginative literature stimulated reflection about teaching and learning. Students reflected on their past experiences in school and how they might behave in their own classrooms in the future. Short anonymous reactions to the extra readings, written by students at the end of the term, were unanimously positive. Integrating imaginative literature about school, teaching, and learning allows teacher educators to demonstrate the value of literature, encourages students to pursue the reading of literature as a relevant and enjoyable activity, and places imaginative literature as an integral part of the learning experience of future teachers. (RS)

ED 337 771 CS 212 943

NOTE- 17p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Writing; Higher Education; Instructional Improvement; *Literature Appreciation; Models; *Poetry; Reading Writing Relationship; Teaching Methods; *Writing Instruction; Writing Processes; *Writing Workshops
IDENTIFIERS- Empowerment; Feminist Pedagogy

The "writing workshop" approach to teaching creative writing, virtually unchallenged throughout the United States, has recently come under fire. Two schools of thought, while agreeing that the traditional workshop needs a thorough overhaul, differ in approaches to that overhaul. One approach, using the theories of Harold Bloom, argues that since creative writing students, consciously or unconsciously, use models as a basis for their work, teachers need to provide literary models for students to read and imitate, so that they may begin to understand the tradition they wish to join. The other approach, based on feminist pedagogy, asserts that the creative writing workshop, as it is now used, is actually incompatible with feminist theory, as it is patriarchal and authoritative--the teacher's notions of "good writing" become standards for "safe writing" to which the students try to adhere as they follow the model of their teacher. One suggestion to remedy the problems of the "workshop approach" is to transfer authority from the teacher to the students. (PRA)

ED 337 789 CS 213 046

Layne, Winston; And Others
Manitoba Writing Assessment 1988. English Language Schools. Summary Report.
PUB DATE- Mar 91
NOTE- 27p.; For the final report, see CS 213 047; for other documents in the three series which comprise this assessment, see CS 213 047-051.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Grade 4; Grade 8; Grade 11; Language Arts; Student Evaluation; *Writing Achievement; *Writing Evaluation
IDENTIFIERS- *Manitoba; *Process Approach (Writing)

This summary report is the third of three reports (Preliminary, Final, and Summary) of the findings of the 1988 Provincial Writing Assessment in Manitoba, Canada for grades 4, 8, and 11 of English language schools. It contains a brief description of the study along with recommendations. The report notes that the 1988 Writing Assessment was the first attempt to evaluate the writing component of the Manitoba English Language Arts program--based on a writing process model--since its introduction into schools in 1983. The report describes briefly the 1988 Writing Assessment, the writing process model, construction and scoring, writing tasks, marking procedures, and the teacher questionnaire. It then provides results for grades 4, 8, and 11 separately for each grade level, after which a comparison of 1982 and 1988 student writing is made, and recommendations are outlined. The report is one of a series of reports on writing assessment in regular English, French Immersion, and Franco-Manitoban programs. Four tables of data are included. (SR)

Laboratories; *Writing Workshops
IDENTIFIERS- Basic Writers; Tarleton State University TX

The emotional transitions basic writers have to make when they enter the academic setting can be overwhelming. Basic writers tend to have a host of problems and obstacles to overcome, not the least of which are their own anxieties. One way to alleviate some of the anxieties and insecurities is through a studio or workshop course staffed with classroom teachers and peer instructors. One advantage of this approach, such as the one used in a course at Tarleton State University (Texas), is that it decenters the instructor, focusing instead on the students' needs. Rather than lecturing, the instructor works with the students through the composing process 3 days per week. In addition, each student has additional lab time for independent work on computers, and for individual help from instructors and tutors. Peer tutors are prepared for their role in the course with a rigorous training program that uses actual student papers to demonstrate holistic grading, and which prepares the tutors for the anxiety and hostility they will encounter. The tutor's role is to reduce anxiety by bridging the gap between the students and the instructors. Although the studio/peer instructor approach is not a blanket solution to all the problems surrounding basic writing programs, it is a step in the right direction. (PRA)

ED 337 810 CS 213 071

Massey, Donna B.
"The Art Is in the Balancing": Canon Expansion in "The Norton Anthology of American Literature."
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anthologies; *Cultural Pluralism; Higher Education; Reading Material Selection; Secondary Education; *United States Literature
IDENTIFIERS- *Literary Canon; *Norton Anthology of American Literature

The stated objective of "The Norton Anthology of American Literature" (NAAL) is to present a thorough selection from the literary tradition along with new or lesser-known works to exemplify multi-cultural America. The first edition of the NAAL emphasized traditional pieces. Poetry selections in the second edition were greatly shortened. The second edition also added new writers and pieces and expanded existent writers' works. Changes to volume 1 of the third edition consisted only of additions and restorations (no deletions). Volume 2 saw its biggest changes in poetry. In all, the third edition added 23 "new voices." Some people have voiced their concern that anthologies like the NAAL are indulging in over-addition with not enough subtraction, resulting in no real challenge to the current canon. The idea of a "canon" of American Literature is primarily a twentieth-century concept, created and heavily revised in this century. Anthologies like the NAAL offer adaptability to the teacher and to the reader, attempting to reach a point of balance. With the NAAL, the changes have been generally useful, expanding the reading choices and presenting more variety, especially in contemporary literature. (RS)

ED 337 811 CS 213 072

what is engaging and memorable in public speaking. (Fifteen references are attached.) (PRA)

ED 337 830 CS 507 609

Elliot, W. L.
RE-FOCUS Program--Redefine Efforts: Focus on Change under Supervision. (A Support Program for Students and Teachers).
PUB DATE- 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; Discipline Policy; Discipline Problems; *High Risk Students; High Schools; *In School Suspension; *Interpersonal Competence; Skill Development; *Special Classes; Student Adjustment; *Student Behavior; Student Improvement
IDENTIFIERS- Kansas City Public Schools; *REFOCUS Program MO

The RE-FOCUS Program at Ruskin High School in Kansas City, Missouri, helps at-risk students to redefine their efforts in social behavior and academic success. When inappropriate behavior occurs and the classroom teacher needs assistance, the student is taken out of his/her regular school environment and assigned in the RE-FOCUS room. The program, an alternative to out-of-school suspension and traditional in-school suspension, keeps the student in the home school, yet not involved in the school's social environment. Seven teachers, a different one each hour, supervise the RE-FOCUS room. Each hour and day, teachers give instruction to students on their social behavior, why they were assigned and how they can correct their behavior. The second part of the hour, the student works on academic subjects with the assistance of the supervising teacher. In addition, the student's regular teachers are encouraged to stop by the REFOCUS room to encourage the student. To help insure positive reinforcement for the student, negative statements are not used in the RE-FOCUS room. Academic success is promoted by teaching appropriate social skills through planned teaching, effective praise and social skills teaching techniques. Students can be assigned to RE-FOCUS for 1 to 7 hours or for a maximum of 10 days, but are encouraged to appeal their stay after the 3-day minimum. During the program, supervising teachers, regular teachers, and administrators are responsible for documenting the students' progress. (Attachments include an hourly study schedule, a point total sheet, a daily attendance form, a social skills curriculum, a disciplinary report, and RE-FOCUS assignment sheets.) (PRA)

ED 337 831 CS 507 610

Meyn, Hermann
Update on Germany: Now Eastern Germany Gets a Free Press. Special Report SO 8, 1991.
PUB DATE- 91
NOTE- 13p.; Translated by G. McLaren Thomson.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Censorship; Economic Change; Foreign Countries; Freedom of Speech; *Journalism; Journalism History; *Newspapers; *Periodicals; *Social Change
IDENTIFIERS- East Germany; *Germany; *Media Government

quality, evaluation of teacher quality, evaluation of curriculum quality, evaluation of the quality of other educational services, and changes in the monitoring and supervisory mechanisms. The final section reports on the first results of evaluation and monitoring. (RR)

ED 337 850 EA 023 350

de Mesquita, David
Education and Training in England. A Review Paper.
PUB DATE- Jul 91
NOTE- 32p.; Paper prepared for Associated Oregon Industries as part of the International Education Symposium (Summer 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Certificates; Educational Improvement; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Governance; *National Norms; National Programs; Postsecondary Education; Qualifications; *State Standards; Vocational Education
IDENTIFIERS- *England

An overview of the development of education, training, and national educational reform plans in England is provided in this symposium paper. The following areas are described: governance, types of schools, higher and further education, grant maintained schools, national curriculum and examinations, the historical development and national standards for vocational education and training, and reform plans. Sixteen figures are included. (LMI)

ED 337 851 EA 023 353

Rossow, Lawrence F.; Parkinson, Jerry
The Law of Teacher Evaluation. NOLPE Monograph/Book Series No. 42.
PUB DATE- 92
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Court Litigation; Elementary Secondary Education; *Evaluation Criteria; Evaluation Utilization; Job Performance; *Legal Problems; Libel and Slander; State Standards; *Summative Evaluation; Teacher Dismissal; *Teacher Evaluation; Test Validity

Litigation in the area of teacher evaluation has developed around issues concerning the processes and criteria used by school districts in conducting evaluations. Following an introduction explaining basic concepts, chapter 2 discusses the appropriate content of teacher evaluation, examining formal adoption of evaluation policies, compliance with state statutes and regulations, and content and constitutional requirements. Chapter 3 focuses on the use of commonly recognized statutory grounds for terminating teachers and the part these grounds play in evaluation. The procedural aspects of evaluation, such as the use of objective criteria and remediation, are described in chapter 4. The fifth chapter discusses the use of competency testing, issues of test validity, potential constitutional challenges, discrimination, and miscellaneous legal considerations. Issues in teacher evaluation and defamation claims are examined in the final section, presenting lines of defense available to administrators to protect against such

Development; Professional Development; Rural Education; *Staff Development; Teacher Education Programs; *Teacher Improvement; *Teacher Workshops; *Whole Language Approach
IDENTIFIERS- *Florida

Outcomes of a staff development program based on the whole language philosophy that was implemented in a rural Florida elementary school are presented in this practicum report. Two surveys of 29 and 35 faculty, respectively, indicated needs for faculty cohesiveness, a unified purpose, and an update of language arts teaching skills. A staff development program based on the whole language philosophy and a combination of the development/improvement and training models was then implemented. Voluntary participation in weekly meetings provided teachers with information on whole language strategies and access to research material. Pre- and post-tests comprised of a survey and the Theoretical Orientation Reading Profile (TORP) measured gains in teacher agreement with whole language philosophy and reliance on peer discussion/sharing. Outcomes included a change in language arts philosophy, improved group unity, and increased willingness to utilize the method in the future. Five tables are included. Appendices include the historical and topic surveys, the TORP profile, the pre/post survey, copyright permission, and a whole language reading list. (14 references) (LMI)

ED 337 873 EA 023 398

Boone, Mike
School Board Self-Evaluation: Charting a Path to the Future.
PUB DATE- Sep 91
NOTE- 12p.; Paper presented at the Joint Annual Meeting of the Texas Association of School Boards and the Texas Association of School Administrators (31st, Houston, TX, September 27-30, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boards of Education; Elementary Secondary Education; Evaluation Methods; *Evaluation Research; School District Autonomy; School Effectiveness; School Organization; *Self Evaluation (Groups)

It is the school board alone that determines the quality of education provided within the school district. Without periodically examining its own performance, the board's capability to create a quality educational environment can be compromised. Evaluation is a control mechanism that allows the school board to make judgments about performance based on a set of predetermined and understood objectives. The function of school board self-evaluation is to improve the performance of others within the school district by improving the performance of the board itself. Eight reasons for self-evaluation of school boards are described and cited, based on the work of Kowalski (1981). They are to identify and clarify the board's purpose, to identify strengths and weaknesses, to assess successes and failures, to inform the public, to promote the concept of accountability, to avoid the abuse of power, to enhance the understanding of the purpose of evaluation, and to provide the framework for goalsetting. Further details are concerned with who evaluates school boards, the benefits and pitfalls of self-evaluation, appropriate criteria, and effective procedures. Two sets of guidelines are listed for school board self-evaluation. A discussion on individual board

NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competency Based Education; *Educational Assessment; Educational Finance; Elementary Secondary Education; *Evaluation Methods; Mastery Learning; *Outcomes of Education; *School Effectiveness; State Standards
IDENTIFIERS- *Illinois

Issues in the definition and evaluation of "educational adequacy" as a forerunner to establishing a financially equitable Illinois school system are examined in this paper. A list of 30 potential indicators of educational adequacy was developed for three categories: outcomes, resources, and context. A mailed survey to determine which indicators should be used to define educational adequacy elicted responses from 497 superintendents, 12 business representatives, and 20 state legislators. Preliminary findings reflect an emphasis on outcome-based education (OBE). Features of outcome-based education are discussed and recent OBE reform activities in Illinois are described. Data from a 1990 goal assessment study conducted by the State Department of Education support the view that the current Illinois Goal Assessment Project can be strenghtened and utilized as one method for educational evaluation, with a new emphasis on OBE. Four tables are included. (8 references) (LMI)

ED 337 894 EA 023 420

Odden, Allan
The Changing Contours of School Finance. Policy White Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 38p.; For 1990 edition, see ED 326 931.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Court Litigation; *Economic Impact; *Educational Equity (Finance); *Educational Finance; Educational Trends; Elementary Secondary Education; *Finance Reform; Policy Formation

School finance is a highly visible issue. Recent sweeping state supreme court decisions have overturned finance structures in New Jersey, Texas, and Kentucky. There are 16 additional states with active or planned cases making school finance litigation, fiscal inequalities, and school finance reform major issues in the state education policy agenda. This paper discusses the changing contours of school finance through the 1970s and 1980s and outlines key financial issues for the 1990s. Issues of the 1970s and 1980s include the complexity of school finance, equity changes, litigation, constitutional validity, and landmark state decisions. For the 1990s, issues include sources of revenue growth, efficiency, cost effectiveness, program productivity, school finance, and educational reform. (78 references) (RR)

ED 337 895 EA 023 421

Aldridge, John S.; Wooley, John A.
Legal Guidelines for Permissible Student Searches in the Public Schools.
SPONS. AGENCY- Office of Elementary and Secondary Education,

programs, lack of state centers for coordinating the policy process, and increasing state control, which stifles creativity and empowerment. (48 references) (LMI)

ED 337 917 EA 023 452

Su, Zhixin
School-University Partnerships: Ideas and Experiments (1986-1990). Occasional Paper No. 12.
PUB DATE- Jul 91
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Role; *College School Cooperation; *Cooperative Programs; *Educational Cooperation; *Educational Innovation; Elementary Secondary Education; Higher Education; Program Effectiveness; School Restructuring; Universities
IDENTIFIERS- *Partnerships in Education

An overview of recent literature and some new models formulated by the Comprehensive Teacher Education Institutes and others regarding the development of school-university partnerships is provided in this paper. Following a general introduction, a brief account of the origins, development, and definitions of school-university partnerships is provided in section 2, and different orientations and approaches currently in use are discussed in section 3. The fourth section describes "commonplaces" shared by partnerships and addresses four areas of concern: purpose, structure, substance, and evaluation. The fifth section describes several school-university experiments, and section 6 identifies stages of development, program characteristics for success, and effects of the juxtaposition of the school and university cultures. A conclusion is that the paradigm of symbiotic mutualism and simultaneous renewal offers the most promise for effective reform. Although the development of a partnership culture is complicated, the rapid evolution of school-university partnerships in recent years demonstrates that schools and universities can work together cooperatively. (97 references) (LMI)

ED 337 918 EA 023 458

Flanigan, J. L.; Richardson, M. D.
State Reform in Action: Impact on Four School Districts in South Carolina.
PUB DATE- Aug 91
NOTE- 30p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (45th, Fargo, ND, August 11-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Economic Impact; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; *Public Schools; School Districts
IDENTIFIERS- *South Carolina

Much effort has been made to fund South Carolina's public elementary and secondary schools to meet minimum standards. The legislative purpose is to achieve adequacy, equality, and accountability. A view of the finance reform is provided in two parts. Part 1 offers a historical perspective of South Carolina's financial structure. The paper describes the methods

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Child Abuse; *Child Rearing; Citizenship Responsibility; *Corporal Punishment; Discipline; National Surveys; *Prevention; *Public Opinion

This report summarizes key findings of a series of national public opinion polls to determine the public's attitudes and actions with respect to child abuse prevention. Findings are reported for four areas: public attitudes toward specific parental discipline practices; the frequency of specific parental discipline practices; the public's support for and involvement in child abuse prevention efforts; and the public's perception of the causes of maltreatment. Results suggest a dramatic change in public attitudes and behaviors over the past several years with 75% of Americans now believing that repeated yelling and swearing and the use of physical punishment can injure a child. Other findings showed 12% fewer parents (than 1988) spanking their children, and 25% acting in some way to prevent child abuse. However, other findings indicated over 50% of the states continue to allow corporal punishment in the schools and that few respondents saw a link between spanking and child abuse and 10% fewer (than in 1988) individuals feel that can help to prevent child abuse. (DB)

ED 337 939 EC 300 681

Beninghof, Anne M.
Transitions to Least Restrictive Environments: A Guide to Transition. Revised.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Education Support Services.
PUB DATE- Jul 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Education Work Relationship; Elementary Secondary Education; Family Involvement; Family School Relationship; Individualized Education Programs; *Mainstreaming; Needs Assessment; Pupil Personnel Services; Regular and Special Education Relationship; Social Support Groups; *Student Educational Objectives; *Student Placement; *Transitional Programs

This guide to the transition of special education students to less restrictive environments or from school to work stresses the importance of planning and communication during the entire process, from initial plans through implementation and follow-up. Section 1 consists of a "Transition Process Checklist" to aid in the organization and follow through of transition activities. Section II consists of answers to commonly asked questions about each of the following steps in the transition process: Individualized Education Program (IEP) design; placement; change in living arrangements; assessment; timing; instruction; staff identification; staff needs assessment; staff training; visits by staff to the current placement; visits by staff/parents to the new placement; visits by the student to the new placement; the transition team; IEP modification; the student schedule; peer "sensitization"; informing regular education parents; curriculum and evaluation modification; plant modification and equipment; transportation; coordination of related services; communication systems;

are listed alphabetically by program name; each entry includes information about program goals and content, referral and assessment procedures, population served, program demographics such as fees and program length, and contact person/source of information. An appendix includes available but incomplete information on five additional programs. (JDD)

ED 337 959 EC 300 701

DeStefano, Lizanne
Evaluating Effectiveness: A Comparison of Federal Expectations and Local Capabilities for Evaluation among Federally-Funded Model Demonstration Programs.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Demonstration Programs; *Disabilities; Evaluation Needs; *Evaluation Problems; *Federal Programs; *Federal Regulation; Outcomes of Education; Program Effectiveness; *Program Evaluation; Secondary Education; Transitional Programs
IDENTIFIERS- *Office of Special Educ Rehabilitative Services

This paper examines the issues arising when a set of federally funded model demonstration projects, the secondary curricula/student transition projects of the Office of Special Education and Rehabilitative Services, were obligated by federal initiative to improve the amount, quality, and use of evaluation. These issues included: (1) the nature of federal expectations and needs for evaluation data, including emphasis on outcomes and quantitative data in evaluation, the overpromising of program goals at project initiation, and funding cycles; and (2) the extent of local capabilities to meet those expectations and provide evaluative data, including problems of lack of evaluative expertise and objectivity at the local level and the uncertainty of rewards associated with project response to federal evaluative needs. Regulatory and methodological implications of the discrepancy between federal expectations and local capabilities along with implications for evaluation technical assistance are discussed. (13 references) (JDD)

ED 337 960 EC 300 702

Lockwood, Elizabeth Loring, Ed.; Pistono, Kathleen
Speech and Language Services in Michigan: Suggestions for Identification, Delivery of Service, and Exit Criteria.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Special Education Services.
PUB DATE- 89
NOTE- 211p.; For related document, see ED 250 886. Appendix V, "The Michigan Decision Making Strategy," will not reproduce well due to small, filled type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Speech); Behavior Rating Scales; Delivery Systems; Elementary Secondary Education; *Eligibility; Evaluation Methods; Handicap Identification; Intervention; Language Acquisition; *Language Handicaps; Preschool Education;

O'Brien, Connie Lyle; O'Brien, John

Making a Move: Advice from "People First" Members about Helping People Move out of Institutions and Nursing Homes.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 90

NOTE- 8p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Advocacy; Decision Making; *Deinstitutionalization (of Disabled); *Disabilities; *Group Homes; *Independent Living; Nursing Homes; Personal Autonomy; Residential Institutions

IDENTIFIERS- *Empowerment; Self Advocacy

This paper offers advice, from members of People First, concerning the process of having individuals with disabilities move out of institutions and nursing homes into community living arrangements. The first section lists categories of questions that express the potential concerns and worries of people who are going to move, such as "Why do you want me to move?" "What about the people I'm leaving behind?" "Is the place I'm moving to going to be right for me?" "What if it doesn't work out?" "What if I want to make a change?" "What about money?" "What will I do during the day?" "What will I do about getting to the doctor and the dentist?" "Will I have the chance to learn the things I need to know to look out for myself, to be more independent, and to get involved in things?" and "Will I be able to continue to get the help I need for a long as I need it?" Within each category, more specific questions are listed, concerning such issues as privacy, safety, jobs, and personal budgets. A second section outlines ways in which disabled individuals can help individuals who are moving out of institutions and nursing homes, such as inviting new people to do things together and telling people how to handle certain problems. (JDD)

ED 337 980 EC 300 722

Chuska, Kenneth R.

Gifted Learners K-12. A Practical Guide to Effective Curriculum & Teaching.

PUB DATE- 89

NOTE- 91p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Curriculum Development; Educational Philosophy; Educational Practices; Elementary Secondary Education; *Enrichment Activities; *Gifted; Program Development; Program Improvement; Student Characteristics; *Teaching Methods

This guide identifies ways of improving the program offerings by regular classroom teachers for students identified as gifted learners, through planned enrichment strategies. An introductory section outlines conditions prevalent in public schools that suggest the need for alternative strategies for effectively with persons who have mental illness and are (or have been) homeless. The approach stresses assertive outreach in the community setting to improve the client's life in the community as the best means to prevent rehospitalization. The manual's 10 units address the following topics: qualities needed in an assertive community outreach worker; the client population and the model of assertive community treatment; features of mental illness and substance use disorders; general health issues among homeless persons with severe mental illness; establishment of financial security through public entitlements; the therapeutic alliance in the client's own setting; the total treatment approach--team issues and activities; establishing community support linkages with collateral service providers; processing assertive outreach experiences; and the larger picture (creating cultural relevance, increasing one's knowledge base, and impacting public policy). A 41-item bibliography is included in an appendix. (DB)

ED 338 000 EC 300 742

Jonikas, Jessica A.; And Others
Sustaining Employment: Social Skills at Work.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 115p.; For a related document, see EC 300 743.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adults; Coping; Dismissal (Personnel); *Employer Employee Relationship; Friendship; Individual Development; *Interpersonal Competence; Interpersonal Relationship; Job Layoff; Lesson Plans; *Mental Disorders; Motivation; Postsecondary Education; Self Esteem; Social Development; *Vocational Adjustment

This manual is intended for use by persons with psychiatric disabilities who are employed in the community but need to improve their social skills to maintain their employment. It is designed to be taught to mental health consumers by mental health consumers. Each session outline includes objectives; a list of materials needed; and exercises that involve role plays, problem solving, and reactions to case studies. The course is divided into 19 sessions, with each session focusing on a specific skill. Covered are: the importance of social skills at work; becoming acquainted with co-workers at appropriate times; coping with mental illness; coping with social withdrawal and lack of motivation; coping with low levels of self-esteem and lack of confidence; understanding others' facial expressions and body language; smoking etiquette in the workplace; resisting the temptation to smoke; assessing the appropriateness of a raise or extra benefits; requesting a raise or extra benefits; getting along with the supervisor; resolving conflicts with the supervisor; friendships and romance in the workplace; discouraging unwanted romantic advances at work; knowing your rights as an employee; quitting a job; coping with being laid off or fired; appropriate behaviors following job termination; and evaluating the curriculum. (DB)

ED 338 001 EC 300 743

Casey, Anita; And Others

van Essen, Arthur
Three Decades of Foreign-Language Teaching in the Netherlands.
PUB DATE- 90
NOTE- 15p.; In: "Balance & Perspectives: 25 Years of Dutch Applied Linguistics" (see FL 019 532).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Applied Linguistics; *Educational Change; Educational History; Educational Strategies; Elementary Secondary Education; Foreign Countries; Instructional Materials; Language Research; Linguistic Theory; Second Language Instruction; *Second Languages; Textbooks
IDENTIFIERS- Authentic Materials; Dutch Modern Language Association; *Netherlands

A review of the journal of the Dutch Modern Language Association in the last three decades indicates that second language teaching in the Netherlands has evolved from something static into something very dynamic. Emphasis has shifted from knowledge about the language to knowledge of the language. Thirty years ago, Dutch textbooks were written by Dutch authors for the home market. Today they are written increasingly by foreign authors for a world market. Authentic materials are currently very popular, and contrastive analysis is not. Curriculum development has been in the forefront of the profession in the last 20 years. Focus has been on aims, objectives, and performance. The student is seen more as a learner, the teacher less as a pedagogue. Gurus in foreign language education have been replaced by technocrats, and teacher professional associations are struggling with the change. Teaching the individual language skills has come to require a variety of activities and methods, but classroom practice has not kept pace with this development. The Dutch used to be proud of their foreign language education, but current trends in language proficiency are discouraging. A 41-item bibliography is included. (MSE)

ED 338 022 FL 019 537

van Els, Theo
Policy-Making in Foreign Language Teaching.
PUB DATE- 90
NOTE- 15p.; In: "Balance & Perspectives: 25 Years of Dutch Applied Linguistics" (see FL 019 532).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Applied Linguistics; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Language Planning; Language Research; Linguistic Theory; Policy Formation; Public Policy; Second Language Instruction; *Second Language Programs; *Theory Practice Relationship
IDENTIFIERS- *Netherlands

The role of the applied linguist in interpreting research for language teaching policy formation is examined. First, foreign language teaching policy, and the various considerations to be made in determining policy, are defined. Then three aspects of language teaching are discussed: policy developments in the Netherlands in the last few decades, and more specifically the contributions of applied linguists; use of applied linguists in other countries for help in establishing policy; and a Dutch national project to arrive at foreign language teaching policy recommendations. It is concluded that not only has the applied linguist been an important participant in the policy formation language. Focus was on three semantic categories: static location, locative source, and locative goal. Subjects were 32 monolingual Cantonese children aged 2.5 to 5.9 in four age groups. Each subject performed four tasks, two to test comprehension of the three locative constructions and two to elicit production data for those three constructions. Results indicate that 2-year-olds did not use word order to differentiate among the three locatives in comprehension; older children could use word order to contrast the three kinds of locatives. Older children's errors tended to occur with test sentences that contained transitive verbs such as "push" and "throw." As expected, transitive sentences were harder for the children than intransitives. It was also found that directional verbs played an important role in the children's comprehension of spatial relations and that the 2-year-olds also did not use word order to contrast the locative forms in production. Almost all of their spontaneous locatives were postverbal. The 3-year-olds showed considerable variability here. The older children did use relevant word order contrasts in production. (MSE)

ED 338 044 FL 019 705

Davis, Katharine
The Acquisition of VOT: Is It Language-Dependent?
PUB DATE- Jul 90
NOTE- 11p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p28-37.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Speech); Contrastive Linguistics; *English; *Hindi; *Language Acquisition; Language Research; Linguistic Theory; *Phonetics; Uncommonly Taught Languages
IDENTIFIERS- *Voice Onset Time

A study investigated the acquisition of the phonemic feature/voice/ and, more specifically, voice onset time (VOT), in Hindi and English. Subjects were 20 monolingual children aged 2 to 6 from each of the 2 language groups, divided into 5 age groups, and 10 adults from each language group. Flash cards depicting minimally contrasting sets of words, differing only in the voicing of initial velar stop, were presented to each subject. The goal was to obtain five repetitions of each token from each speaker. Data were digitized and subjected to computer analysis. Lead and lag times were measured for each repetition of each token. The English data for post-release aspiration times confirmed earlier researchers' findings. Child and adult mean times did not differ substantially. The children had acquired a permanent voicing distinction by age 2. The Hindi children's mean values were not as adult-like as those of English-learners. It is concluded that there may be a universal pattern of VOT development that depends on the extent of differences in mean VOT times between adult target phonemes, and apparent age differences in phonemic distinctions may actually result from the languages' different phonetic categories. (MSE)

ED 338 045 FL 019 706

Ebeling, Karen S.; Gelman, Susan A.
Flexibility in Semantic Representations: Children's Ability To Switch among Different Interpretations of "Big" and "Little."
PUB DATE- Jul 90

independence identified the degree to which type of community, race, and sex affected student enrollment decisions. The most important people who influenced the students' decisions to enroll in cooperative education were, in order of importance, friends, co-op coordinator, and parent(s)/guardian(s). The single most important promotional strategy was a meeting with the co-op coordinator. Educational goals and personal reasons were clearly identified as the predominant influencing factors for students selecting cooperative education programs. The following appendixes amount to over 90 percent of the report: (1) the survey instrument; (2) analysis of educational and personal influences by community and type of influence; (3) analysis of nonwhite and white students by type of influence; and (4) analysis of male and female students by type of influence. (YLB)

ED 337 579   CE 059 005

Taylor, Maurice C.; Lewe, Glenda R.
Basic Skills Training: A Launchpad for Success in the Workplace. Literacy Task Analysis Project. Final Technical Report.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Dec 90
NOTE- 283p.; For the Interim Report, see ED 322 368; for the Trainer's Manual, see CE 059 006.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Auto Mechanics; *Basic Skills; Building Trades; Case Studies; Clerical Occupations; Educational Improvement; Finance Occupations; Foreign Countries; Health Occupations; Hospitality Occupations; Job Analysis; Job Training; Manufacturing Industry; Nat Ural Resources; Retailing; Secretaries; *Task Analysis; Transportation; Unions; Wholesaling
IDENTIFIERS- Canada; *Literacy Audits; United Kingdom; *Workplace Literacy

This report describes a set of procedures for conducting a literacy task analysis so that employers, educators, and trainers can understand the basic workplace training needs of employees. Four sections are included: (1) bridging the gap--demands, skills, and solutions in the United Kingdom, the United States, and Canada; (2) job, task analysis, and literacy task analysis; (3) results of the literacy task analysis; and (4) using the project results in different occupational sectors. The third section examines five case studies in the following job areas: motor vehicle repairer; grocery store receiver, retail sector; pre-cast repair and cleaning laborer; assistant grocery manager, retail sector; and butcher and butcher supervisor. Appendix A addresses the applicability of literacy task analysis to a variety of workplace situations in nine occupational sectors: (1) hospitality; (2) education; (3) financial; (4) retail; (5) manufacturing; (6) natural resources; (7) transportation; (8) construction trade; and (9) health care. Forty-one references are included. (NLA)

ED 337 580   CE 059 006

Taylor, Maurice; Lewe, Glenda
Literacy Task Analysis. A How To Manual for Workplace Trainers.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Dec 90
NOTE- 180p.; For the Interim Report, see ED 322 368; for the Final Technical Report, see CE 059 005.

(141)
DESCRIPTORS- Basic Skills; High Schools; *Inservice Teacher Education; *Internship Programs; Mathematics Skills; Problem Solving; Program Evaluation; Reading Skills; School Responsibility; Student Evaluation; Student Placement; Student Responsibility; *Technical Education; Technological Advancement; Vocational Education
IDENTIFIERS- *Arkansas

A 3-year project in the University of Arkansas' vocational teacher education program used a problem-solving approach to help vocational teachers develop innovative methods to teach vocational content. The project had four goals: (1) to design inservice teacher workshops for high technology internship programs; (2) to identify and select participants from surrounding counties; (3) to expand vocational training opportunities; and (4) to develop and field test a model internship program. One hundred five teachers participated in 60 3-hour seminars involving high technology, internships, leathercraft, and ways of incorporating basic skills in vocational classes. They also developed an internship program for use in their schools in which 200 high school students were placed. (This document contains an appendix of information about the student internship seminar and a training manual. The training manual includes the following: (1) advisory committees; (2) high technology training stations; (3) student placement and evaluation; (4) students' responsibilities; (5) school responsibilities; (6) industries' responsibilities; (7) program evaluation, suggestions, and recommendations; and (8) conclusions.) (NLA)

ED 337 598   CE 059 095

Brashear High School Career Guidance Improvement Project. Final Report.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 30 Jun 89
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; *Career Exploration; *Career Guidance; *Career Planning; Competence; Demonstration Programs; *Educational Development; *Employment Potential; English Instruction; Family School Relationship; High Schools; Mathematical Applications; School Community Relationship; *Self Concept
IDENTIFIERS- Career Infusion; Consumer Mathematics; National Career Development Guidelines

A total of 55 teachers, 5 administrators, 8 pupil services staff members, 3 parents, and 10 student leaders responded to a career guidance improvement survey at Brashear High School (Pittsburgh, Pennsylvania) by grouping 12 competencies into 3 career development competencies to be included in the local standards: (1) self-knowledge; (2) educational/vocational development; and (3) career planning and exploration. The three competencies (from the National Career Development Guidelines) were used as objectives in the selection and development of classroom materials and activities for infusion of career information in the demonstration model classes. Evaluation of the acquisition of the competencies by students was based on teacher observations. Materials used to develop a positive self-instructional materials and 10 guidance and information publications. Eleven appendices make the bulk of the document: (1) marketing materials; (2) needs assessment questionnaires; (3) partnership agreement; (4) staff training forms; (5) recruiting materials; (6) registration form; (7) attendance records; (8) lesson plans; (9) recognition materials; (10) evaluation forms; and (11) pre- and posttests. (NLA)

ED 337 616 CE 059 210

Falkman, Sandra K.
Training Delivery Problems: An Analysis of Novice and Expert Trainers. Project Number Thirty-Seven.
PUB DATE- May 90
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Adult Educators; Educational Research; Problems; *Problem Solving; Questionnaires; Surveys; Teacher Effectiveness; Teaching Methods; *Trainers; *Training; Training Methods

A study determined what trainers considered to be the most frequent problems they faced as beginners delivering training to adult learners. Experts were then asked to respond to these problems with solutions they found to be effective. A literature review was conducted that focused on two distinct elements: the human learning principles and needs of the adult learner and a review of the competencies and instructional techniques required for the person who delivers training. Two surveys were used in the study. The first survey was sent to the entire membership of the Southern Minnesota Chapter of the American Society for Training and Development (N=984). Data for analysis were provided by 371 completed questionnaires. A list of 1,098 training delivery problems was derived. Responses were sorted and synthesized into 12 training delivery problems, which fell into 3 basic categories: those pertaining to the trainer, those describing how the trainer relates to trainees, and those pertaining to presentation techniques. Following this, questionnaires that requested solutions to these problems were developed and sent to 36 people identified as experts in delivering training; 20 responses were returned. The three or four suggestions that appeared most frequently were the basis for a job aid document consisting of three parts: (1) a list defining the 12 most common delivery problems of beginning trainers; (2) a list of expert solutions to the problems; and (3) a combination of sections 1 and 2 that provides more detail and description for each topic. Appendixes make up the bulk of this document. They include a list of 20 references; surveys; survey responses; and correspondence.) (YLB)

ED 337 617 CE 059 211

Gradous, B. Deane
The Development and Validation of a Transfer-of-Training System. Project Number Forty-Five.
PUB DATE- May 91
NOTE- 165p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Check Lists; Educational Research; Generalization; Models; *Off the Job Training; Program

Trends; Employment Programs; *Federal Legislation; Job Skills; *Job Training; Postsecondary Education; Secondary Education; *Vocational Education

IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This brief highlights some of the most significant changes mandated by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and identifies concerns that may compromise success in reaching these goals. The paper first identifies the significant changes created by the legislation, such as the replacement of set-asides with stronger assurances, the channeling of funds to districts with the highest concentrations of low-income families and to large programs, integration of academic and vocational education, and measures increasing accountability for outcomes. Concerns include inadequate appropriations and loopholes that may lead to some relaxing of efforts to serve special populations. The paper concludes that the changes in the quality and scope of vocational education called for in the new Perkins Act present unprecedented challenges and opportunities for the vocational education establishment. (7 references) (KC)

ED 337 635 CE 059 267

Roditi, Hannah Finan

How Much Does a Youth Apprenticeship Program Cost, and Who Will Pay for It? Lessons from Some Long-Standing School-to-Work Programs and Youth Apprenticeship Programs under Development. A Working Paper.

PUB DATE- Aug 91

NOTE- 51p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrators; *Apprenticeships; Case Studies; Counseling Services; Dropout Rate; *Educational Finance; *Education Work Relationship; High Schools; Incentives; Outcomes of Education; Personnel Selection; *Program Costs; Program Development; School Orientation; School Schedules; Student Development; Teacher Role; Teaching Models; *Team Teaching; Transfer of Training; Work Study Programs; *Youth Programs

In exploring the integration of school and work, the question arises as to what secondary school programs will cost and who will pay. Jobs for the Future explored strategies that offer a more structured transition from high school to high skills careers for young people who are unlikely to complete college. The youth apprenticeship programs combine learning-by-doing under the tutelage of experts with the personal and professional development of young people. These programs suggest that school-to-career transition programs cost more than regular high school. Funding comes from a wide variety of sources. School districts and state departments of education are motivated by their interest in reducing dropout rates and ensuring greater student success. Three alternative models for effective and cost-efficient programs are (1) the independent teacher team; (2) the partially independent teacher team; and (3) no independent teacher team. Among the lessons drawn from case study examples of these models are the following: (1) provide incentives for schools and districts to participate; (2) allow enough development time; (3) give teachers responsibility, including hiring power; (4) provide for joint planning and teacher development; (5) provide student counseling; and (6) hold summer orientation. (Appendices

Inventories; *Job Search Methods; Limited English Speaking; *Occupational Information; Teaching Guides; Vocational Education Teachers
IDENTIFIERS- Comprehensive Adult Student Assessment System

This resource handbook is designed to serve the career guidance needs of adult basic education (ABE) and English-as-a-Second-Language (ESL) students and staff. The first section presents guidelines for teachers and counselors on career and personal counseling, lists resources, provides evaluation and intake forms, suggests a process for videotaping student role models, and presents supplemental activities. The second section describes a computerized student intake and tracking system. A workshop model for vocational instructors of limited English proficient students includes workshop outline, annotated outline for facilitators, support information, handouts, and transparency masters. Career guidance instructional materials and activities are provided in the next four sections. Modules on personal interest assessment and sources of job information are for classroom use and include teacher's guides, pre-post tests, and student handouts. Sources of job information is also the subject of an independent study module that includes teacher information, objectives, student materials, answer key, pre-post test, and test answer key. Section seven contains group career guidance activities on the following topics: intake, career decision making, putting it all together, training, job search, and evaluation. The last section is intended for handbook users to add local additional materials. (NLA)

ED 337 655 CE 059 317

CASAS Statewide Accountability System for Federally Funded 321 Adult Basic Education Programs. An Adult Education 2000 Project. July 1, 1990-June 30, 1991.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- Jul 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Adult Basic Education; *Adult Students; *Data Collection; *Evaluation Methods; Federal Aid; High School Equivalency Programs; Outcomes of Education; Pretests Posttests; *Program Effectiveness; *Program Implementation; Research Methodology; State Programs; Statistics; *Student Evaluation; Test Selection
IDENTIFIERS- *Comprehensive Adult Student Assessment System

An 11-point plan was developed by the Comprehensive Adult Student Assessment System (CASAS) in cooperation with the California Department of Education for the 1990-91 year. Major program objectives were designed to enhance agency involvement, identify underlying causes of student attrition, examine test administration and security practices, expand adult basic education (ABE) pre-post progress testing, facilitate data collection at the local level, and expand training and technical assistance services. Some of the goal-related accomplishments of the project were the following: (1) new appraisal and placement instruments were developed; (2) scannable answer sheets were developed to facilitate data collection; (3) the program manual for ABE 321 grant programs was updated; (4) fall training and ongoing training and technical assistance were provided to more than 248 participants statewide; (5) 28 percent more data were evaluation of the program, classroom layout and equipment list, instructor qualifications, notices of grant awards (1988-89, 1989-90), and minutes of the steering and articulation committee. Syllabi for two courses--DC circuit analysis and AC circuit analysis--provide this information: required texts, terminal and enabling objectives, content outline, methods of evaluation, grades, student conduct, and administrative information. A list of 88 reference texts and promotional materials is also presented. (YLB)

ED 337 674 CE 059 348

"2 2" Articulated Health Occupations Project. Nursing Program. Second Year Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 90
NOTE- 143p.; For the first year report, see ED 329 795.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; *Articulation (Education); Behavioral Objectives; Career Ladders; College School Cooperation; Competence; Competency Based Education; *Curriculum Development; High Schools; *Nurses; *Nursing Education; Practical Nursing; Two Year Colleges

A project was conducted to develop a 2 2 articulated training program in health careers to link the last 2 years of secondary and the first 2 years of postsecondary training. During the second year of the secondary project, the first year of training was implemented and the model program was further developed and refined. Project tasks included the following: (1) organization of a technical advisory committee; (2) development of competency profiles, a tool/equipment list, basic course outlines, recommended teacher approval criteria, and an evaluation, student monitoring, and follow-up system; (3) implementation of the grade 11 curriculum (Health Careers I); and (4) program evaluation. The project developed a 2 2 articulated competency-based curriculum for registered nurses. The use of a career ladder concept provided opportunities for students to exit the program at grade 12 (nurse aide), grade 13 (licensed vocational nurse), and grade 14. Development of performance exams validated by industry and development of state guidelines and definitions were recommended. (Appendixes, amounting to most of the report, contain the following: advisory committee meeting minutes; matrix of grade 11-12 competencies and essential elements--Health Careers I-II; procedural plan for teacher qualification; quarterly reports; and competencies for physical therapy assistant/aide, medical laboratory technician/phlebotomist, radiologic technologist/assistant, and medical assistant.) (YLB)

ED 337 675 CE 059 349

Garden Center Management. 2 2 Articulated Curriculum in Agricultural Technology: First Year Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- Jun 90
NOTE- 314p.; For other curriculums in this series, see CE 059 350-352.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.

*Radiographers; *Radiologic Technologists; Radiology; *Staff Development; Two Year Colleges

The purpose of a practicum was to develop an effective and valid human resource development plan based on a view of the practitioner of the future. The targeted program was one in radiography (radiologic technology) co-sponsored by Lincoln Land Community College and St. John's Hospital (Illinois). A review of the literature was used to establish a view of the practicing radiographer of the year 2000 and beyond. A formative committee, a selected panel of experts in the field, validated this vision. Subsequent development of the human resource plan involved the formulation of seven major assumptions based on four sources: (1) the view of the future radiographer described in the literature review; (2) development of five major goals for the program from the assumptions; (3) integration of these goals with goals from the previous plan, leading to six human resource priorities for the radiography program; and (4) development of an evaluative section to use the plan to improve program effectiveness. This plan was approved by the program advisory committee and validated through a questionnaire administered to a small group of committee members. Recommendations concerned implementation of the plan and annual evaluation. (Appendixes include a list of 63 references, original human resource plan, the integrated human resource plan, and evaluation questionnaire.) (YLB)

ED 337 692 CE 059 391

Kauffman, John; And Others

A Comparative Analysis of 1982, 1985, and 1989 High School Graduates in the Sun Technical School Service Region.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

PUB DATE- 90

NOTE- 106p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Education; Career Education; Comparative Analysis; Educational Attainment; *Educational Experience; Educational Research; Educational Status Comparison; Employment; Employment Level; Employment Patterns; *General Education; Higher Education; *High School Graduates; High Schools; Income; Postsecondary Education; *Vocational Education; *Work Experience

High school and post-high school experiences were compared for 1982, 1985, and 1989 graduates from Lewisburg, Middleburg, Mifflinburg, Selingsgrove, Shikellamy, and West Snyder High Schools, Pennsylvania. These experiences were contrasted by both year of graduation and by program of study: academic, Sun Area Technical School, home school vocational, and general. Information regarding secondary school experiences was collected from high school transcripts. A questionnaire was mailed to graduates to obtain data regarding post-high school work and higher education experiences. The response rate was 40 percent (n=1,271). Findings indicated that the most dramatic change was an increased preference for preparing for and pursuing higher education. This movement was significant for both genders but more so for females. The growth in the academic program of study came at the expense of the vocational education programs but not the general curriculum. Of possible concern was the growing relative participation in the general program, which grew to the second largest program. Due to

Bennett, Mary Beth
Revision of the Applied Biological and Agribusiness Interest Inventory. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 24 Sep 90
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Academic Achievement; *Agricultural Education; Career Counseling; *Career Development; *Career Exploration; Cluster Analysis; Grade 8; Grade 10; *Interest Inventories; Occupational Clusters; Parent Background; Secondary Education; *Vocational Education; *Vocational Interests
IDENTIFIERS- Pennsylvania

The Applied Biological and Agribusiness Interest Inventory was revised to reflect seven agricultural career clusters and to measure agricultural interest of eighth-grade students. A study conducted in Pennsylvania tested the interests of 8th-grade students and then developed scoring keys using 10th-grade students as the basis for the key. The design of the study included a criterion group (10th graders who had completed at least 1 year of agricultural education and those who had not) and a norm group (8th graders electing to enroll in agricultural education and those who had not). Data were collected on students' agricultural background, gender, parents' background, and future educational plans. Following a pilot test of the instrument, it was administered to 618 8th graders and 195 10th graders. The resulting scores predicted future educational success. The instrument differentiated between students who have and do not have an interest in agriculture. The null hypothesis--that there was no significant difference between the responses of the criterion group and the norm group on each of the 100 items of the revised inventory and that those 10th graders judged successful by agriculture teachers will more positively correlate with the upper half of the 8th-grade scores than they do with the lower half--was rejected. The interest inventory could be used as one part of the career development process to guide students in career selection. (Nine tables and 27 references are included. An appendix contains the revised inventory.) (NLA)

ED 337 711 CE 059 513

Bruening, Thomas H.; Hoover, Tracy S.
Job Satisfaction and Commitment of Pennsylvania Vocational Educators to Student Organizations and Community Involvement. Final Report. Mini-Grant 1989-90.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 30 Aug 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; Agricultural Education; Auto Mechanics; Carpentry; *Community Involvement; Home Economics Teachers; *Job Satisfaction; Labor Turnover; Marital Status; Secondary Education; *Student Organizations; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- American Vocational Association; *Commitment; Future

ED 337 731 CG 023 726

Rapaport, Ross J.
Preventing and Responding to Alcohol Overdose on the College Campus.
PUB DATE- 21 Oct 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; *College Programs; *College Students; Higher Education; *Prevention
IDENTIFIERS- *Emergencies

Rapid ingestion of alcohol is common and unfortunately an all too frequent cause of alcohol-related death among young people. Drinking a lot of alcohol over a short amount of time may result in an alcohol overdose. This situation is a medical emergency and requires sound decision making. The information the campus community needs to know includes how an alcohol overdose may lead to death, danger signs of an alcohol overdose, and what to do. A campus program to reduce binge drinking and alcohol overdose may include: a clear policy defining alcohol overdose as a medical emergency; educating students about the risks of an alcohol overdose; training of faculty, staff, and student leaders; and holding an alcohol awareness day. Responding to and preventing alcohol overdose must be part of ongoing campus programs designed to reduce alcohol abuse and other drug use. Understanding the risks of binge drinking and overdosing from alcohol, knowing how to respond to these situations, knowing what one drinks, counting drinks if one chooses to drink alcohol, and identifying what is a safer consumption level for each individual drinker are all necessary. Programs which address these issues directly and honestly and which also involve students in planning and implementation can save lives and needless pain. (ABL)

ED 337 732 CG 023 727

Whitner, Phillip A.; Abrahamowicz, Daniel
The Phenomenon of College Student Development: A Perspective of Balance.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Students; Higher Education; *Individual Development; Individual Differences; Student College Relationship; *Student Development
IDENTIFIERS- *Balance

As college and university professionals prepare for the 21st century they need to be cognizant of the student population they will be serving and how to maximize educational and developmental opportunities. No one theory adequately provides a comprehensive explanation of the processes that manifest themselves during the college experience. All theories and theorists, regardless of magnitude, have made their own particular contribution to the field of human growth and development. Each contribution aids in describing the various in the research literature of how young children learn to make sense of print vary in the extent to which they account for how readers recode unfamiliar print words without assistance from another reader. Two studies compared the explanatory power of the analogy (learning print words holistically from an experienced reader) and the blending (identifying unfamiliar print words by learning grapheme-phoneme correspondences) explanations. Results indicated that the analogy explanation accounted for children's correct recodings of pseudowords better than the blending explanation. A model based on existing literature and the results of the two studies suggests that children learning to read an alphabetic script first learn to recognize holistically the print forms of some words in their oral language. First words are acquired through cues from environmental print or from more experienced readers. Then as children recognize more print words they can figure out more from the context and from orthographic cues. Children then recognize letters and strings of letters in new print words and strings of letters representing onsets and rimes in familiar print words. (Three tables of data, one figure of data, and a figure representing the model are included; 20 references are attached.) (RS)

ED 337 752 CS 010 729

Tompkins, Ruth Stahler
The Use of a Spatial Learning Strategy To Enhance Reading Comprehension of Secondary Subject Area Text.
PUB DATE- 26 Apr 91
NOTE- 25p.; Paper presented at the Annual Indiana Reading Conference (Indianapolis, IN, April 26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; Grade 11; High Schools; *Instructional Effectiveness; *Reading Comprehension; Reading Research; Reading Strategies; *Study Skills
IDENTIFIERS- *Graphic Postorganizers; SQ3R Study Formula

A study examined the effectiveness of a spatial learning strategy, the Graphic Post Organizer, implemented for an extended period of time. Subjects, approximately 150 eleventh-grade students enrolled in a "regular level" American History course at a combined upper-middle, middle, and working class suburb of Chicago, Illinois, were separated into control (50 students in 2 classes) and experimental (100 students in 4 classes) groups. Subjects in the experimental group received instruction in the use of the Graphic Post Organizer and used the strategy for an 8-week period, while the subjects in the control group received instruction in the SQ3R strategy (Survey, Question, Read, Recite, and Review). Pretests and posttests tested student comprehension and recognition of relationships between concepts in unfamiliar passages adapted from their history textbook. Results indicated that: (1) 80% of the students appeared to have mastered strategy usage at an 80% level at the end of the 2-day training period; (2) many students did not transfer strategy implementation from guided practice to independent practice; and (3) while subjects in the control group achieved a higher mean score on the pretest than did the treatment group, the treatment group achieved a higher adjusted mean score on the posttest than did the control group. Findings suggest that spatial strategies assist students in increasing their text comprehension and that modeling of the strategy is an appropriate method for the teaching of spatial

Marback, Richard
The Writing Process and the Distribution of Power.
PUB DATE- Mar 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Rhetoric; *Student Attitudes; Undergraduate Students; *Writing Assignments; *Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- Discourse Communities; *Power; Voice (Rhetoric); Writing Contexts

Composition classrooms are the place to talk specifically about the rhetoricity of writing in academic disciplines. Students can use personal experiences to understand what it means to see themselves as aggressive or passive participants of various institutions. Too often students do not understand themselves as having any authority, but are instead satisfied with just doing what they are told. They seem to overemphasize the authority of the "experts," as a result of which, too many papers possess a certain unoriginality which takes the form of anything from an uninvolved and indecisive reproduction of an argument to plagiarism. Assignments can be designed to avoid this problem by engaging students in exploring their participation in this institution as one of many others in their lives. In order to get at the institutionalization of language, the assignments should focus on the words of texts, and how the words are used by writers to do things to readers within a specific context. This focus shows the students that the specific language is a tool for creating ideas and effect, thus enabling them to grasp the rhetorical nature of authority. Four assignments which have proved effective in the classroom require students to: (1) examine the multiplicity of voices within themselves; (2) explore and analyze the voices used in another text; (3) write about how they themselves, in the prior assignment, used various voices both favorably and unfavorably to create authority; and (4) discuss how an author has created knowledge by building on the work of others. (Full instructions for the assignments are attached.) (PRA)

ED 337 772 CS 212 976

DeGout, Yasmin Y.
Gender Issues and the Slave Narratives: "Incidents in the Life" and "Narrative of the Life" Compared.
PUB DATE- 12 Apr 91
NOTE- 14p.; Paper presented at the Annual Conference of MELUS, the Society for the Study of Multi-Ethnic Literature of the United States (5th, Minneapolis, MN, April 11-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black History; *Black Literature; Comparative Analysis; Cultural Context; Literary Criticism; *Sex Differences; *Slavery
IDENTIFIERS- African Americans; Black Writers; *Douglass (Frederick); *Jacobs (Harriet A); Narrative Text; Voice (Rhetoric)

The differences between early African American narratives written

ED 337 790 CS 213 047

Layne, Winston; And Others
Manitoba Writing Assessment 1988. English Language Schools. Final Report.
PUB DATE- Mar 91
NOTE- 144p.; For a summary report, see CS 213 046; for other documents in the three series which comprise this assessment, see CS 213 046-051.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Grade 4; Grade 8; Grade 11; Language Arts; Student Evaluation; *Writing Achievement; *Writing Evaluation
IDENTIFIERS- *Manitoba; *Process Approach (Writing)

This final report is the second of three reports (Preliminary, Final, and Summary) of the findings of the 1988 Provincial Writing Assessment in Manitoba, Canada for grades 4, 8, and 11 of English language schools. It contains an overview of the purposes, procedures, and a detailed presentation of the findings and recommendations of the Writing Assessment 1988. The report's eight chapters are as follows: (1) Introduction (discussing the framework of the school writing program which has come to be known as the Writing Process Model); (2) Purposes and Procedures of the Test; (3) Grade 4 Results; (4) Grade 8 Results; (5) Grade 11 Results; (6) Comparison of 1982 and 1988 Student Writing; (7) Teacher Questionnaire; and (8) Findings and Recommendations. The report is one of a series of reports on writing assessment in regular English, French Immersion, and Franco-Manitoban programs. Four tables of data are included and 19 references and an appendix containing the results of teacher surveys at all grade levels are attached. (SR)

ED 337 791 CS 213 048

Maurice, Lucille; And Others
Manitoba Writing Assessment 1988. French Immersion Schools. Summary Report.
PUB DATE- Mar 91
NOTE- 22p.; For the final report, see CS 213 049; for other documents in the three series which comprise this assessment, see CS 213 046-051.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; Foreign Countries; *French; Grade 4; Grade 8; Grade 11; *Immersion Programs; Language Arts; Student Evaluation; *Writing Achievement; *Writing Evaluation
IDENTIFIERS- *Manitoba

This summary report is the third of three reports (Preliminary, Final, and Summary) of the findings of the 1988 Provincial Writing Assessment in Manitoba, Canada for grades 4, 8, and 11 of French Immersion schools. It contains a brief description of the study along with recommendations. The report notes that the 1988 Writing Assessment was the first attempt to evaluate the English Language Arts program which utilizes procedures known as the Writing Process Model as it applies specifically to Immersion schools. The report describes briefly the 1988 Writing Assessment, construction and scoring, writing tasks, marking procedures, and the teacher questionnaire. It then reports results for grades 4, 8, and 11 separately for each

Holiday, D. Alexander
Shakespeare's Intent: A Discourse on Racism.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; *Blacks; Discourse Analysis; *English Literature; *Ethnic Stereotypes; *Jews; Language Role; *Racial Bias; Religious Discrimination
IDENTIFIERS- *Merchant of Venice; *Shakespeare (William)

William Shakespeare wrote several plays which depict Jews and Blacks in a very negative, stereotypical fashion. In "The Merchant of Venice," for example, Shakespeare chooses to depict Shylock as Jews were popularly conceived in his era--as cold-hearted usurers and crucifiers of Christ. This is racist doctrine at work, as Shylock is stripped of his psychological being, his dignity, and his wealth and is forced to accept the prevailing laws and religion. Shakespeare, in resorting to this form of writing, used cruel stereotypes for mercenary and artistic purposes and, as Shakespeare gave all of his characters life, it is not on the characters that readers should place moral judgment, but on the "bard" himself. Shakespeare paints a very vivid picture of Aaron, Caliban, Othello, and Shylock and then expects to stand aside and allow readers to rip at characters' throats because they are either a "dog Jew," a "black fiend," or "an old black ram." It is, however, Shakespeare himself who is passing moral judgment, through racial bias, on these characters, these people. Man has an obligation to his fellow man to think/reason carefully before he commits his hidden thoughts to paper, because he has the capacity to bring injury to a person or group, and to commit a grave injustice. Words, whether spoken or written, are powerful in their expression. Sadly, somewhere in his groping for material to construct his plays, Shakespeare failed to comprehend (or ignored the voices in his head), the power he would one day wield with his pen. He did not realize that he would become the most studied playwright in history. (Thirty-four notes are included and 39 references are attached.) (PRA)

ED 337 812 CS 213 073

Zoghby, Mary D.
The Search for Family: Comedy and Pathos in Anne Tyler's Later Novels.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Annual Meeting of the College English Association (San Antonio, TX, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comedy; *Family Life; *Humor; Literary Criticism; *Literary Devices; *Novels; *Twentieth Century Literature
IDENTIFIERS- *Pathos; *Tyler (Anne)

Anne Tyler's rare talent for combining comedy and pathos enables her to create characters whose pain is felt by the reader or student even as that same reader is led into laughter by the ludicrous situations in which Tyler places these characters. In her last three novels, "Dinner at the Homesick Restaurant," "The Accidental Tourist," and "Breathing Lessons," this ability

Relationship; Newspaper Ownership

Since the former East German Communist State--the German Democratic Republic (GDR)--was incorporated into the Federal Republic of Germany, the federal constitution has been valid throughout the whole of Germany, guaranteeing press freedom and ending press censorship in eastern Germany. In October 1989, the GDR had 39 daily newspapers (many published by the Socialist Unity Party of Germany (SED), 31 weekly papers and illustrated magazines, over 500 technical and specialized periodicals, and over 600 church papers and factory newspapers. A system of guidance and control by the SED rendered direct censorship unnecessary since, as a matter of course, the press published only what was acceptable to the SED. The period between October 1989 and October 1990 is seen in retrospect to have been a time of great experimentation and freedom for the press. Less than 2 years after the democratic transformation of the GDR, the structural shape of the West German press has become entrenched in most parts of the five new federal states: there are only a few supra-regional newspapers; the regional press has established a strong position; there is virtually no party press; and the press has become "concentrated" as mergers between publishing chains continue and as competition forces some newspapers and periodicals out of business. The large West German publishing concerns are likely to gain the edge on the market in eastern Germany. At the same time, foreign multi-media concerns have gained a foothold in the new federal states. This increasing globalization of the mass media (especially regarding former communist states) is of concern and interest to media students. (One table of data is included.) (RS)

ED 337 832   CS 507 611

Aitken, Joan E.; Neer, Michael R.
Variables Associated with Question-Asking in the College Classroom.
PUB DATE- 31 Oct 91
NOTE- 36p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *College Instruction; Communication Research; *Discussion (Teaching Technique); Higher Education; *Student Participation
IDENTIFIERS- Communication Behavior; *Question Answer Reciprocity; *Questions

A study was conducted to identify variables associated with question-asking in the college classroom. Specifically, the study examined the influence of instructional interventions on intentions to ask questions. Subjects, 220 university undergraduates enrolled in a basic communication theory course at a midsize, midwestern, urban university, completed a survey assessing their classroom questioning behavior. Findings revealed that instructor gender and student gender partially explained question-asking. The perceived value of class discussion and satisfaction with the individual's current level of question-asking, however, acted as better predictors of student intentions to ask questions in class. The study further revealed that certain instructional interventions interacted with situational factors to influence question-asking intentions. (One figure and 7 tables of data are included; 36

claims. A conclusion points to the pervasive attitude of judicial deference to the decisions of educational policymakers. (317 footnotes) (LMI)

ED 337 852 EA 023 355

Guidelines for Emergency Preparedness in Schools.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Emergency Programs; Guidelines; Natural Disasters; *Program Development; Safety; *School Responsibility; *School Safety
IDENTIFIERS- *Manitoba

Guidelines to assist local school authorities in the development and implementation of an emergency preparedness program are provided in this booklet. The first part describes the stages and components of an emergency preparation program, some of which include response organization and control, school closing and reopening, communication, evacuation/dispersal/shelter, transport, and first aid. The next part discusses the need for implementing training programs for personnel and for including education programs in the curriculum. Assessment and public relations are discussed in the final sections. Appendices contain a list of school authorities' responsibilities, a plan for emergency school closure, an emergency plan outline, and a suggested letter to parents. (LMI)

ED 337 853 EA 023 358

Guidelines for Performance Based Evaluation: Teachers, Counselors, Librarians. New Edition.
PUB DATE- Jan 91
NOTE- 73p.; For 1984 edition, see ED 257 785.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Competence; *Counselor Evaluation; Counselor Performance; Elementary Secondary Education; Evaluation Criteria; *Faculty Evaluation; Formative Evaluation; *Job Performance; Librarians; Personnel Evaluation; Public Schools; School Libraries; *School Personnel; *State Standards; Summative Evaluation; *Teacher Evaluation
IDENTIFIERS- *Missouri

Guidelines for the performance-based evaluation of teachers, counselors, and librarians in the Missouri public schools are provided in this manual. Performance-based evaluation of school staff, mandated by state law, is described in terms of its philosophy and procedures, suggested evaluation criteria, and descriptors for each of the three job descriptions. Sample formative evaluation forms and summative evaluation reports are provided and recommendations for school district implementation are offered. (LMI)

ED 337 854 EA 023 360

member and meeting evaluations concludes this paper. (RR)

ED 337 874 EA 023 399

Buttram, Joan L.
Conversations on School Restructuring in the Mid-Atlantic Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 5 Sep 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *School Based Management; School District Autonomy; School Effectiveness; *School Organization; *School Restructuring
IDENTIFIERS- *United States (Mid Atlantic States)

Focus groups are planned each year to gather regional needs assessment information on school restructuring as part of the Research for Better Schools (RBS) planning process. In spring 1991, RBS staff gathered rich, contextual data from five focus group discussions held in Pittsburgh, Pennsylvania; Newark, New Jersey; the District of Columbia; Denton, Maryland; and State College, Pennsylvania. The methodology section provides information on the selection of participants (N=27), development of stimuli, conduct of focus group sessions, and procedure of focus group discussions. Three major themes were addressed, starting with student outcomes. Issues included the points that children can learn, they need to learn to work cooperatively, they need to learn to learn, and they need to develop a sense of self-worth. The second theme concerned the changes needed to achieve identified student outcomes. Developing a vision, expanding the curriculum, grouping students and teachers, modifying school calendars and day, and changing the roles of educators and school personnel are among the issues discussed. The final theme involved the types of assistance needed to help achieve student outcomes. This included promoting communications among educators about schooling, providing technical assistance, and conducting research and assistance in grant writing. Conclusions and implications are discussed. (RR)

ED 337 875 EA 023 400

Johnson, James H.
Student Voice Motivating Students through Empowerment.
PUB DATE- Oct 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Organizational Communication; *Participative Decision Making; *Student Development; *Student Motivation; *Student Participation; Student Role; *Student School Relationship
IDENTIFIERS- *Oregon; *Student Empowerment

Issues and challenges in giving students a voice in the educational process, or motivating them through empowerment, are examined in this monograph. Students whose input is solicited feel a greater sense of ownership with the educational process, which increases their engagement and in turn facilitates school effectiveness. Following an

Washington, DC. School Improvement Programs.

PUB DATE- Nov 90

NOTE- 38p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (37th, San Antonio, TX, November 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Compliance (Legal); Constitutional Law; *Court Litigation; Elementary Secondary Education; *Legal Responsibility; *Public Schools; School Administration; *Search and Seizure; *Student Rights

IDENTIFIERS- *Student Searches

Legal guidelines to help public school administrators make informed choices in situations that may require student searches are provided in this paper. The constitutional basis of the issue is first discussed, noting that school officials are not required to obtain a search warrant or to have probable cause. A review of Supreme Court decisions that demonstrate the two-part test for reasonable search--reasonable suspicion and the scope of search--is presented next. Specific issues that are addressed include searches based on hunches, group searches, informing parties, student consent, locations, police involvement, drug testing, and liability. A conclusion is that the Supreme Court has granted school districts much flexibility in maintaining discipline; however, administrators are cautioned to meet Fourth Amendment guidelines and to ensure fulfillment of the two-part test. Tips for conducting a successful student search are provided. (LMI)

ED 337 896   EA 023 422

Articulation Council of the Edmonds School District 15 and Edmonds Community College. Operational Document.

PUB DATE- 91

NOTE- 55p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advanced Placement Programs; *Articulation (Education); College Bound Students; *College School Cooperation; Community Colleges; *Curriculum Development; Educational Cooperation; *Educational Objectives; High Schools; *Institutional Cooperation; Two Year Colleges

IDENTIFIERS- Edmonds School District WA

A school-university partnership between the Edmonds School District 15 and Edmonds Community College in Lynnwood, Washington, is described in this report. Described are the mission of the joint articulation council, project reports and updates, examples of collaborative project proposals, a completed contract class agreement, and promotional notices to students. The main purpose of the partnership is to promote higher quality learning opportunities for district students. Project work plans and budgets are included. (LMI)

ED 337 897   EA 023 423

of financing through pre-1978 state aid, the Education Finance Act (1978), the Education Improvement Act (1984), and Target 2000--School Reform for the Next Decade (1989). The issue of education equality is examined with respect to significant court cases that have influenced state school finance provisions. South Carolina's ability to provide an adequately funded public education system is detailed. Disparities between South Carolina and the U.S. average revenues and other related data are depicted in tables. Part 2 examines four school districts over the past 5 years to determine the effect the legislature has had on the financing of these districts. The districts are Greenville County, Marion, Anderson, and Spartanburg. Following a brief overview of each district, a table details demographic and finance statistics, comparing 1982-83 facts with 1988-89 facts. It is concluded that the factors that affect the funding level of South Carolina's public elementary and secondary school districts should be reexamined. (19 references) (RR)

ED 337 919 EC 300 343

Wiener, Dirk A.
The Effects of World War I on Special Education in the United States.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Disabilities; *Educational History; Educational Philosophy; Elementary Secondary Education; Social Attitudes; Social Values; *Special Education; *World War I

This paper on special education in the early 20th century examines: the status of special education before World War I; changes in social philosophy that arose as a result of the war and their impact on education; the care and treatment of individuals traumatized by World War I; and the results of the war in improved theory and expanded knowledge of physical, psychological, and social problems. The paper determines that, despite changing attitudes and improved methods for training the handicapped, the lot of handicapped children did not significantly improve in the years immediately following World War I. The number of children in special education classes grew steadily throughout the 1920s, but not every handicapped child had the opportunity to attend public school, especially the more severely handicapped and those in rural areas of the United States. The paper concludes that it is likely that the battle for the rights of handicapped children would have been more difficult if World War I had not changed social opinions and demonstrated that the disabled could be productive. (Includes 21 references) (JDD)

ED 337 920 EC 300 662

Folz, Claire M.
Effects of Fetal Cocaine Exposure and Implications for Teachers of Exposed Children.
PUB DATE- 28 Nov 90
NOTE- 87p.; Master's Thesis, William Paterson College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Child Development; *Cocaine; *Congenital

student records; medical services; transition; the student support group; support activities for family and siblings; the follow-up support team; and monitoring and modification. Appendixes include a sample ecological inventory, a transition timeline, a listing of topics related to the least restrictive environment, and a student checklist. (DB)

ED 337 940 EC 300 682

Sutherland, Marcia E.; Collins, Beverly
Newark School District Evaluation of EHA-B Special Education Projects, 1989-1990.
PUB DATE- 90
NOTE- 286p.; Some pages of Appendixes contain legibility problems.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Afterschool Programs; Ancillary School Services; Deafness; *Disabilities; *Early Intervention; Elementary Secondary Education; Minority Groups; Participant Satisfaction; Physical Disabilities; Program Evaluation; Regular and Special Education Relationship; *Remedial Instruction; *School Recreational Programs; Student Evaluation; Vocational Education
IDENTIFIERS- *Education for All Handicapped Children Act; *New Jersey (Newark)

This report evaluates nine supplemental education programs of the Newark (New Jersey) school system receiving funds from the Education of the Handicapped Act--Part B. The projects variously deal with academic, cultural, psychological, social, and service related concerns. Evaluation was conducted through interviews, on-site observation, and examination of academic achievement data. Specific projects addressed the following: occupational training and placement; improved coping and classroom skills of emotionally disturbed students; personnel and parent training; supplemental reading and mathematics instruction; instruction of deaf students in survival skills; preschool intervention; and nonacademic after-school recreational programs for physically disabled, chronically ill, and other handicapped students. Among general recommendations are the following: inclusion of measures of project outcomes in final reports; inclusion of assessment of student satisfaction with project activities; reports which clearly describe all academic tests and students; evidentiary information on student outcomes; adherence to standards on eligibility for project admittance; exploration of innovative instructional practices; improved inservice training; better communication among and between staff members; and establishment of formal communications between project staff and central office staff. (DB)

ED 337 941 EC 300 683

Scientists at Work. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 29 Sep 89
NOTE- 252p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Computer Assisted Instruction; *Courseware; Databases; *Disabilities; Educational Media; High Schools; Hypermedia; Individualized Instruction; Interactive

Program Development; *Speech Handicaps; *Speech Therapy; *State Standards; *Student Evaluation; Teacher Role; Voice Disorders
IDENTIFIERS- *Michigan; Program Exit

This compilation of guidelines presents standards for assessment and eligibility determinations and direction for planning services for speech-impaired and language-impaired students in Michigan. The first section, on eligibility considerations, emphasizes the expanded responsibilities of teachers of speech/language-impaired students as they serve in the role of educational communication specialists. The section also discusses pre-referral consultation, determining if a speech/language impairment is a handicapping condition, assessment procedures, eligibility criteria, determining the condition's adverse effect on educational performance, and determining the severity of the condition. The second section presents descriptions of communication rating scales to assess articulation, language, language for the cognitively impaired, fluency, and voice. In each of these areas, the guidelines offer a definition of the impairment, exclusions, assessment considerations, instructions, a severity rating scale, and a teacher input form and scoring instructions. Special considerations for preschool-aged children, bilingual or limited English proficient students, and students with other primary handicaps are presented. Service delivery considerations include least restrictive environment, scheduling, indirect services, direct services, and related services. Criteria for the discontinuation of speech and language services are outlined. Appendices contain various assessment forms and a service delivery model. (Includes a 28-item bibliography and 31 references.) (JDD)

ED 337 961 EC 300 703

Libby, Barbara, Comp.; Peterson, Jacqueline, Comp.
School Programs for Gifted and Talented Students.
PUB DATE- 88
NOTE- 98p.; For the 1985 edition, see ED 269 935.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Practices; Elementary Secondary Education; Financial Support; *Gifted; Program Development; Special Education; *Special Programs; State Surveys; *Talent; Teaching Methods; Trend Analysis
IDENTIFIERS- *Massachusetts

A survey report of programs for gifted and talented students in Massachusetts is presented, along with information about funding sources and related programs. The first section provides a definition of terms and a glossary of instructional models used in developing programs for gifted and talented students. The section also offers an analysis of trends in programs for gifted and talented students that were in operation during the 1987-1988 school year. The second section describes 84 programs, providing such information as contact person, grades served, curriculum, models, program options, time involved, staff, collaboration, funding, and program highlights. The third section summarizes statistical information on school programs for gifted and talented students. Appendices describe potential funding sources, related programs, and inservice education activities. (JDD)

ED 337 962 EC 300 704

the instruction of gifted learners, lists the major characteristics of gifted learners, distinguishes between the gifted student and the gifted learner, and outlines basic beliefs about the education of gifted learners. Part A then presents 33 strategies for education of gifted learners that are of an administrative and broad curricular nature. The strategies include such approaches as allowing gifted learners to test out of a skill or content area, organizing academic fairs, developing interdisciplinary courses, utilizing independent study or contracting, and others. For each strategy, the guide notes the characteristics of gifted learners that are served by that strategy, how to implement the strategy, what the strategy accomplishes, and variations to be considered. Part B contains teaching strategies for specific subject areas, including art, business education, drama, driver education, English, foreign language, health/safety, home economics, industrial arts, mathematics, music, physical education, reading, science, and social studies. An appendix outlines characteristics of gifted learners and lists experts who have had a significant impact on the education of the gifted. (JDD)

ED 337 981 EC 300 723

Library Services for Parents. Bulletin No. 91543.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Child Rearing; *Deafness; Elementary Secondary Education; Periodicals; *Reading Materials; Teaching Methods

This guide describes suggested books and periodicals about deafness, available from some community libraries and the Wisconsin School for the Deaf library. The guide is divided into the following categories: fiction, drama, people stories, parenting, books for educators, periodicals and technical journals, and new titles. For each entry in the list, the following information is generally provided: title, author, publication date, publisher, number of pages, and annotation. Ten items for educators are also described. (JDD)

ED 337 982 EC 300 724

Farley, Roy C.; And Others
Employability Assessment & Planning in Rehabilitation & Educational Settings.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Disabilities; *Employment Potential; Models; Planning; Program Administration; Program Development; Rehabilitation Programs; *Vocational Evaluation; *Vocational Rehabilitation

A model for employability development is introduced to improve employability assessment and planning programs in rehabilitation and educational settings. The major components

Methods for Managing Stress in the Workplace: Coping Effectively on the Job.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 83p.; For a related document, see EC 300 742.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adults; Assertiveness; *Coping; Interpersonal Competence; Interpersonal Relationship; Lesson Plans; *Mental Disorders; Postsecondary Education; Relaxation Training; Self Esteem; *Stress Management; *Vocational Adjustment

This manual is intended for use by persons with psychiatric disabilities who are employed in the community but need help in coping with daily stressors at work. It is designed to be taught to mental health consumers by mental health consumers. Each session includes a review of the previous session; objectives; a list of materials needed; and exercises that involve role plays, discussion, questionnaires, rating scales, and problem solving. The course is divided into 10 sessions covering the following topics: identifying internal and external sources of stress; the three stages of stress and the physical stress response; identifying personal responses to stress in the workplace; learning to relax--progressive muscle relaxation and deep breathing exercises; understanding the importance of self-enhancing statements; self-enhancing statements; assertive behavior and stress management; four techniques of assertive behavior; learning to retain stress management techniques; and summarizing and evaluating the course. Appendixes contain a task and stress analysis checklist and a list of approximately 25 suggested readings. (DB)

ED 338 002 EC 300 744

Edwards, Laura A.; Livingston, Rita
Reaching Out to All People with Disabilities: A Guide for Consumer and Provider Organizations.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 44p.; Reference list and appendix are printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Minority Groups; *Outreach Programs; *Program Development; *Publicity; Public Relations; Recruitment; Social Integration

This guide is intended to help consumer and provider organizations develop programs to find and assimilate individuals with disabilities. The guide has five sections. Section 1 overviews the components of an effective outreach plan including timelines, a calendar of events, the media, success factors, problem prevention, and budgeting. Section 2 discusses potential audiences including: the general public, newly disabled people, and minority groups (e.g., African Americans, the elderly, rural populations, Native Americans). Section 3 explores the message the organization intends to process, he is entitled and even obligated to participate. The layman may be capable of translating research findings into policy, but he may not pursue research adequately and may disregard or misrepresent important information if he is not familiar with the field. A 31-item bibliography is included. (MSE)

ED 338 023 FL 019 595

LeBlanc, Raymond
National Core French Study: A Synthesis = Etude nationale sur les programmes de francais de base. Rapport synthese.
PUB DATE- 90
NOTE- 257p.; Document is presented in both English and French versions. For related documents, see FL 019 596-600.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communicative Competence (Languages); *Cultural Education; *Curriculum Design; Educational Needs; Elementary Secondary Education; Foreign Countries; *French; Language Attitudes; *Language Skills; Language Teachers; National Surveys; Second Language Instruction; *Second Language Programs; Student Evaluation; Teacher Education
IDENTIFIERS- Canada

The National Core French Study had the objectives of defining and developing four syllabuses and assessing their applicability in Core French classes in Canadian elementary and secondary schools. The four syllabuses, proposed as part of a multidimensional curriculum, include language, communicative/experiential, culture, and general language education. The study draws on existing policies, programs, and activities in Core French in different parts of Canada and identifies ways to strengthen Core French in order to attain higher proficiency levels. This synthesis of work by the study's task forces contains introductory remarks and a list of conclusions; an overview of the multidimensional curriculum; an explanation and discussion of each of the four syllabuses; and chapters on integrative pedagogy, evaluation, and teacher training. The notes in each chapter are keyed to the study's 91 specific conclusions. It is generally concluded that the proposed multidimensional curriculum accurately reflects what is needed in second language teaching. (MSE)

ED 338 024 FL 019 596

LeBlanc, Clarence; And Others
Etude nationale sur les programmes de francais de base: Le syllabus culture (National Core French Study: The Culture Syllabus).
PUB DATE- 90
NOTE- 135p.; For related documents, see FL 019 595-600. The document contains a brief summary in English.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Cultural Awareness; *Cultural Education; *Curriculum Design; Elementary Secondary Education; Foreign Countries; *French; Language Teachers; National Surveys; *Second Language Programs; Student Evaluation; Teacher Education
IDENTIFIERS- *Canada

NOTE- 9p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p38-45.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Language Acquisition; *Language Processing; Language Research; Linguistic Theory; *Perceptual Development; Preschool Children; Preschool Education; *Semantics

Two studies investigated how flexible children are when asked to switch from one semantic interpretation to another. Three distinctly different standards for the adjectives "big" and "little" were examined: normative, perceptual, and functional. The first study looked at whether some standards are harder than others to represent and whether switching from one standard to another is hard. Subjects were 3-year-olds (n=72). They were shown one or two objects and asked if they were big or little, with questions framed according to the standard being investigated, either perceptual or functional. For each kind of standard, the children were also asked to switch from one standard to another, switch from one context to another using the same standard, or not switch standards. The second study investigated whether it was more difficult to switch from a normative to perceptual standard or the reverse, or whether they held the same difficulty. There were three main findings: (1) young children showed great flexibility in switching among standards; (2) performance decreased when children had to switch standards; and (3) children showed a firm preferred ordering of interpretations, with perceptual standards used most easily, then normative, and finally functional. (MSE)

ED 338 046 FL 019 707

Gathercole, Virginia C.
Multifunctional "Se": Course of Development in Spanish Children.
PUB DATE- Jul 90
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p46-53.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Foreign Countries; Form Classes (Languages); *Language Acquisition; Language Research; Linguistic Theory; *Spanish Speaking
IDENTIFIERS- Binding Theory; *Reflexives; Spain

A study explored the acquisition of "se" by Spanish-speaking children in Madrid, Spain, looking at: (1) acquisition of multifunctional forms; and (2) the course of acquisition for a linguistic expression that has both anaphoric and non-anaphoric functions, and its relevance to Binding Theory approaches to the acquisition of reflexives. Subjects were native Spanish speakers, middle and upper middle class children: 5 boys and 5 girls in each of 5 age groups--3, 5, 7, 9, and 11 years. Production of various uses of "se" and of non-"se" pronominal clitics was elicited after viewing a videotape. There were six opportunities to produce each of the targeted uses of "se" and non-"se" clitics: (reciprocal, singular reflexive, plural reflexive, singular inherent, plural inherent, spurious dative, and non-"se" pronominal clitics). Analyis of the data revealed an impressive accuracy in young children's production of "se" despite the fact that it functions as both an anaphor and a

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Literacy; *Basic Skills; Decision Making Skills; Foreign Countries; Interviews; Job Skills; Job Training; Occupational Clusters; Occupational Information; Service Occupations; *Task Analysis; *Training Methods; *Transfer of Training; Vocational Adjustment; Work Environment
IDENTIFIERS- Canada; *Literacy Audits; *Workplace Literacy

This "how-to" manual provides a method for improving job-related training for employers and entry-level workers. The manual examines literacy task analysis practices, tools, and techniques so that service providers can meet the demands of a specific situation. Nine sections are as follows: (1) the changing workplace; (2) preparing for a literacy task analysis; (3) basic steps of a literacy task analysis; (4) choosing a method; (5) helpful hints for the task analyst; (6) building partnerships and getting started; (7) how to use the literacy task analysis to develop training; (8) suggestions for the development of the training program; and (9) 16 resources, 22 references, and a 32 item glossary. Each section may contain principles, examples, techniques, worksheets, study questions, and key points. Section four presents six situations for choosing a literacy task analysis method to suit various settings: (1) diversifying job functions; (2) improving customer relations; (3) extending decision making; (4) bridging the skills gaps between jobs; (5) moving through company ranks; and (6) establishing criteria for staff. (NLA)

ED 337 581   CE 059 035

Laipple, Joseph S.; Jurden, Frank H.
From Structure to Content: Evidence for Styles of Thinking in Adulthood.
SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Mar 90
NOTE- 15p.; Paper presented at the Biennial Cognitive Aging Conference (3rd, Atlanta, GA, March 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Processes; *Cognitive Style; Cognitive Tests; Memory; Middle Aged Adults; *Older Adults; Old Old Adults; Problem Solving; Young Adults; Young Old Adults

A study examined the age-related differences in impersonal (objective) and personal (subjective) styles of thinking and the influences these differences have on traditional cognitive measures. Data were obtained from two 2-hour interviews with 333 participants in their homes, at senior centers, or on a university campus. All participants were given a battery of measures of memory, problem solving, fluid and crystallized intelligence, and affective functioning. Participants were classified as young adults (17-22 years); middle-aged adults (40-50 years); old adults (60-70); and old-old adults (75-99 years). Participants' responses were scored on a variety of dimensions, included the divisions of "intrapersonal," "within family," "interpersonal," "impersonal," and "other." A multivariate analysis of variance (MANOVA) revealed significant age-related differences in the frequency of division types.

concept helped students with career decisions. (A career infusion chronology and a graphic and tabular presentation of the survey results are included in this document. Also included is a sample career project in consumer math and English 4 with monthly goals for career infusion classes. A list of core materials to develop each competency appears in the appendix.) (NLA)

ED 337 599 CE 059 108

Burns, Mary Dooley; And Others
Balancing Work and Family. A Working Curriculum To Assist Vocational Parent and Family Educators in Designing and Delivering Employer-Sponsored Work and Family Seminars.
SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- May 86
NOTE- 909p.; Occasional illegible pages.
LANGUAGE- English
EDRS Price- EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Course Content; Day Care; *Dual Career Family; Educational Resources; *Employed Parents; Employed Women; Employer Employee Relationship; Employment; Family Life Education; *Home Management; Learning Activities; *Marketing; Parent Child Relationship; *Parent Education; Parenting Skills; Parent Materials; Parent Workshops; Postsecondary Education; *Program Implementation; Teaching Methods; Time Management; Values Clarification
IDENTIFIERS- *Family Work Relationship

This curriculum guide was developed to help vocational teachers and family educators to design and deliver employer-sponsored seminars for employees as well as community-based adult education programs. The curriculum is intended to help working parents improve their ability to meet their personal wants and needs as well as the demands of their employers and their families. The curriculum consists of six units that cover the following topics: (1) introduction and teaching/marketing notes; (2) exploring work-family issues; (3) managing the work-family; (4) strengthening the individual and the family; (5) working and parenting; and (6) background material and professional reading (153 references). Units include handouts, articles, exercises, and questionnaires. The curriculum guide also includes a marketing notebook to assist vocational consumer and family education coordinators in marketing work and family seminars. The notebook addresses four topics: identifying clientele; tracking contacts; connecting, exploring, promoting, and enabling; and facilitating seminars. Six appendixes contain promotional communication samples, recordkeeping forms, transparency masters, program design aids, worksheets and promotional flyers, and an instructor guidebook and instructor agreements. (KC)

ED 337 600 CE 059 113

Hearings on Proposed Amendments to the Job Training Partnership Act. Hearings before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Washington, DC, May 9 and 21, 1991; Bellmawr, NJ, June 17, 1991).
PUB DATE- 91
NOTE- 442p.; Serial No. 102-24.
LANGUAGE- English

Development; Program Validation; *Skill Development; Training; *Transfer of Training

The purpose of this study was to develop and validate a transfer-of-training model and a method for applying it. A literature review investigated the theory and practice of transfer of training. In the first phase of the research, a transfer-of-training model was developed using the principles of general systems theory, the various steps of a systematic training model, and the best practices of adult education theory. The result was a two-axis open-systems model involving three key players--trainer, manager, and participant--over three time periods--before, during, and after training. To assist the key players in implementing the transfer-of-training model, three checklists of transfer strategies conforming to the major elements of the model were also developed. The second phase of the study consisted of asking experts in the field of training to validate the transfer-of-training model and the checklists. Five training experts and two professional groups critiqued them, suggested minor changes to the model, and added several strategies to the checklists. They also confirmed the face and content validities of the model and the checklists, which together comprise the transfer-of-training system. The third phase consisted of a limited application of the transfer-of-training system in a government agency. The application resulted in several modifications to an ongoing training program. (Appendixes include 87 references, interview protocol for model validation, suggested modifications to checklists, trainer and participant checklists, and evaluation form.) (Author/YLB)

ED 337 618 CE 059 212

Building Effective Program Linkages To Establish a Coordinated System of Lifelong Learning for Adults with Disabilities. Proceedings of a Conference (Washington, D.C., March 11-12, 1991).

PUB DATE- Mar 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Agency Cooperation; *Cooperative Programs; *Coordination; *Disabilities; Federal Government; Federal Legislation; Federal State Relationship; Government Role; Government School Relationship; Information Dissemination; *Lifelong Learning; *Out of School Youth; Program Improvement; Research Needs; Secondary Education; Special Education; Staff Development; State Government; Vocational Education; Youth Programs
IDENTIFIERS- Americans with Disabilities Act 1990

These proceedings contain presentations and materials from a conference to discuss the need for a system of lifelong learning for youth and adults with disabilities. Section I, "Welcome and Conference Challenge," presents brief opening remarks by Betsy Brand and Robert Davila. Section II contains an executive summary and the keynote speech, "Turning Dreams into Reality," by Richard Chavez. Section III provides summaries of panel presentations on the topic, "Americans with Disabilities Act: Impact on Adult Learners with Disabilities" (Howard Moses, Deborah McFadden) as well as panelists' responses to questions. Summaries of presentations made at the second general session describing successful prototypical programs that are building effective program linkages are given next. The session was called "Building Effective Program

provide information on design, staffing, budgets, start-up funding, and maintenance funding of the six case study programs.) (NLA)

ED 337 636 CE 059 268

Vickers, Margaret
Building a National System for School-to-Work Transition: Lessons from Britain and Australia.
PUB DATE- Aug 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Curriculum Development; Dropout Programs; *Dropout Rate; *Education Work Relationship; Foreign Countries; Government Role; *Government School Relationship; High Schools; *Job Training; Labor Market; Labor Supply; Outcomes of Education; *School Business Relationship; Youth Programs
IDENTIFIERS- *Australia; *Great Britain; Youth Training Scheme

Contrasting employment, education, and training developments occurred during the 1980s in Britain and Australia. High school completion rates in Great Britain and Australia have been low in comparison to the United States, but the work pattern changed when the market for unskilled youth labor collapsed in the 1980s. Australia increased proportions of completers; Great Britain focused on employer-based training. Australian government officials withdrew job creation and employment subsidies and supported curriculum reform through policy coordination between education and labor departments. An increase in high school completers resulted. In Great Britain, an employment-based solution, the Youth Training Scheme, was favored whereas school reform was not, resulting in a low increase of school completion. The two countries differed in government coordination: British agencies followed a divergent path, whereas Australia's coordinated approach increased education participation rates. U.S. decision makers may learn more about the potential of work-based training by looking at the experience of Britain and Australia. Although employer input is important, such training should be controlled and delivered by schools and colleges rather than the employment sector. (94 references) (NLA)

ED 337 637 CE 059 272

Patton, Jan
Business Computer Programming I. Curriculum Guide. Second Edition.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 90
NOTE- 801p.; For volume II, see CE 059 273.
LANGUAGE- English
EDRS Price- EDRS Price - MF05/PC33 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Computer Science Education; Computer Software; Data Processing; High Schools; Learning Activities; Mastery Tests; Minimum Competency Testing; Office Machines; *Office Occupations Education; *Programing; State Curriculum Guides; Units of Study
IDENTIFIERS- Texas

This guide provides instructors of business computer programming with a curriculum correlated directly to the office education essential elements mandated by the Texas Education Agency.

collected; and (6) a statewide accountability report was prepared. (Twenty-three figures and 6 tables report the data gathered by the project, such as gender, age, ethnic background, number of school years, reason for enrollment, and program type for ABE students; and student achievement and progress according to mean reading and listening scores and goal attainment.) (KC)

ED 337 656 CE 059 318

Eguez, Jane; And Others
Employability Competency System. California Statewide Results. Final Report.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Programs; Communication Skills; *Competency Based Education; Cultural Background; *Employment Potential; *Employment Programs; English (Second Language); Functional Literacy; *Job Skills; *Job Training; Language Usage; Mathematics Skills; Performance Tests; Reading Skills; Student Evaluation
IDENTIFIERS- *California; Comprehensive Adult Student Assessment System; *Employability Competency System

A demographic and educational profile was constructed of learners enrolled in California employment training programs. Summary data were derived from 47,318 Employability Competency System (ECS) Appraisal answer sheets received by the Comprehensive Adult Student Assessment System (CASAS) office from 1987 through 1990. ECS provides reading, math, and communication assessment linked to competencies and competency-based curriculum materials appropriate for adult basic education, pre-employment/work maturity, and English-as-a-Second-Language programs. ECS Appraisal forms the foundation of the system. ECS reading and math appraisal provides an initial assessment of a learner's basic functional literacy skill levels in a training and employment context. (Demographic and test performance information is summarized. The demographic profile includes self-reported information on the participants' gender, age, ethnic background, and native language. The educational profile presents attainment information relating to the highest grade level completed and the highest degree earned by the respondents. Demographic and educational profile data are cross-tabulated with test score performance in reading and math. Two appendices are included: (1) components of ECS; and (2) participating counties and service delivery areas.) (NLA)

ED 337 657 CE 059 319

Armstrong, Bill; And Others
GAIN Appraisal Program III. Third Report.
SPONS. AGENCY- Bemidji State Univ., Minn. Child Development Training Program.; California State Dept. of Education, Sacramento.
PUB DATE- Aug 89
NOTE- 49p.; For the second and fourth reports, see ED 297 819 and ED 334 354.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; *Articulation (Education); *Business Administration; Career Development; *Competence; Competency Based Education; Course Content; Educational Objectives; Entry Workers; *Floriculture; High Schools; Job Skills; *Nurseries (Horticulture); *Nursery Workers (Horticulture); Occupational Information; State Curriculum Guides; Two Year Colleges; Units of Study; Vocational Education
IDENTIFIERS- Texas

This guide is for an articulated two-year high school, two-year college curriculum for garden center management developed by two postsecondary and five secondary institutions and representatives of the private sector in Texas. The guide includes the following: (1) a brief description of the occupation of garden center manager; (2) the basic objective of the curriculum; (3) extensive duty and task lists for garden center management (including performance objective, standard, materials, enabling objectives, and performance guide for each task); (4) a flowchart showing the recommended secondary and postsecondary course options; (5) recommended student prerequisites including academic courses; (6) basic course outlines for grades 9-14; (7) a list of secondary reference materials keyed to courses; (8) a line drawing of recommended secondary facilities; (9) a list of recommended tools/equipment and estimated costs; (10) a competency profile; (11) an example of the student monitoring and follow-up system; (12) career ladder information; (13) recommended teacher approval criteria; and (14) a sample articulation agreement. (KC)

ED 337 676 CE 059 350

Poultry Products Management. 2 2 2 Articulated Curriculum in Agricultural Technology: First Year Final Report. July 1, 1989-June 30, 1990.
SPONS. AGENCY- Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- 90
NOTE- 234p.; For curriculums in this series, see CE 059 349-352.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Agricultural Production; *Animal Husbandry; *Articulation (Education); Business Administration; Career Development; *Competence; Competency Based Education; Course Content; Educational Objectives; *Farm Management; High Schools; Job Skills; Occupational Information; Off Farm Agricultural Occupations; State Curriculum Guides; Two Year Colleges; Units of Study; Vocational Education
IDENTIFIERS- *Poultry Farms; Texas

This guide is for an articulated two-year high school, two-year college curriculum for poultry products management developed by two postsecondary and five secondary institutions and representatives of the private sector in Texas. The guide includes the following: (1) a brief description of the occupation of poultry products manager; (2) the basic objective of the curriculum; (3) extensive duty and task lists for poultry products management (including performance objective standard, materials, enabling objectives, and performance guide for each task); (4) a flowchart showing the recommended secondary and postsecondary course options; (5) recommended student prerequisites including academic courses; (6) basic increased graduation requirements, the total credits earned by all students increased, but students did not necessarily move higher in the curriculum. Seventy-seven percent of respondents noted that career information would have been helpful. Manufacturing dominated employment, although college graduates were more apt to have public service careers. (Six figures and 26 tables are provided.) (YLB)

ED 337 693 CE 059 392

Hall, David E.
Factors Related to the Participation of Pennsylvania Agricultural Education Teachers in Professional Development Activities. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 23 Jul 90
NOTE- 130p.; Ph.D. Dissertation, Pennsylvania State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Agricultural Education; Demography; *Inservice Teacher Education; *Participant Characteristics; Postsecondary Education; Professional Development; Secondary Education; *Teacher Attitudes; *Teacher Characteristics; *Vocational Education Teachers
IDENTIFIERS- *Pennsylvania

A study examined factors related to the participation of Pennsylvania agricultural education teachers in professional development activities. Specifically, it sought to describe the relationship or differences between participation in professional development activities, professional attitude, and 22 selected demographic factors. A questionnaire was developed and mailed to the population of 291 agricultural education teachers listed in a Pennsylvania directory. The instrument gathered data in four areas (professional development participation, professional attitude, demographics, and perceptions of professional development activities) from the 215 teachers (74 percent) who replied. Professional attitude and 7 of the 22 demographic factors had a significant relationship to teacher participation in professional development activities. Professional attitude had a positive relationship with participation. The following selected demographic factors also showed a positive relationship: former Future Farmers of America membership, length of teaching contract, financial contribution of a teacher's local school district toward inservice training, financial contribution of a teacher's local school district toward graduate credit, and having children who are teachers. The only factor showing a negative relationship to participation was having a full-time summer job away from the school in addition to teaching. (The study includes 66 references, letters of correspondence, final questionnaire and code book, and 36 tables.) (Author/KC)

ED 337 694 CE 059 417

Winefordner, David W.
Guidelines for Helping Students Develop a Personalized Educational Plan. Revised .
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 87
NOTE- 24p.

Farmers of America; Future Homemakers of America; Pennsylvania; Vocational Industrial Clubs of America

Pennsylvania secondary vocational educators were surveyed to determine their commitment to student organizations, community involvement, and their job satisfaction. The 31-item questionnaire assessed the commitment to student organizations (Future Farmers of America, Future Homemakers of America, and Vocational Industrial Clubs of America) and community involvement of a stratified random sample of secondary agricultural educators (N=161), automotive instructors (N=86), carpentry instructors (N=70), and occupational home economics teachers (N=131). Job satisfaction was also compared. A total of 336 of the 448 teachers responded. Characteristics of vocational educators, distribution of respondents and gender, additional occupation, certification, average number of students in program, vocational student organization membership, years taught, age, contract length, American Vocational Association membership, commitment to student organizations and community involvement, and teacher job satisfaction were summarized. Agricultural education teachers were significantly more committed to student organizations than the other teachers surveyed. Vocational student organization rate is the best predictor of commitment to student organizations. Married teachers were significantly less committed to community involvement. There was no difference between teaching areas in regard to job satisfaction. (24 references) (NLA)

ED 337 712 CG 023 700

Sampson, James P., Jr.; Reardon, Robert C.
Computer-Assisted Career Guidance: General Issues Bibliography.
PUB DATE- 26 Sep 91
NOTE- 19p.; For related documents, see CG 023 701-703.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Counseling; *Career Guidance; *Computer Oriented Programs; Counseling Services; Counseling Techniques; *Counselor Role; Research Needs
IDENTIFIERS- *Computer Assisted Career Guidance; Computer Assisted Counseling

This bibliography of computer-assisted career guidance resources contains citations that address a variety of topics including the role of the computer and the counselor in providing counseling and career planning services, the implementation process, research and evaluation issues, and comparative descriptions of two or more systems. In general, documents describing a single system are not included in this bibliography. Citations are from the years 1969-1991. Journal articles, dissertations, and monographs are included. (ABL)

ED 337 713 CG 023 701

Sampson, James P., Jr.; And Others
Computer-Assisted Career Guidance: DISCOVER Bibliography.
PUB DATE- 18 Sep 91
NOTE- 12p.; For related documents, see CG 023 700-703.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Counseling; Career Guidance; *Computer Oriented Programs; Counseling Services; Counseling Techniques; Counselor Role; Elementary Secondary Education; Research Needs

processes of growth and development. One ongoing process for all individuals is that of satisfying personal need deficits. Understanding personal need deficit satisfaction requires the acceptance of the premise that all individuals are unique. The uniqueness of individuals is not a new concept for student affairs professionals. The concept of balance provides student affairs professionals with a beginning for understanding and explaining the growth and development phenomenon that occurs in late adolescence and early adulthood, especially during the college experience. Balance is a psychosocial phenomenon whereby an individual assimilates and incorporates new information and experience in order to satisfy existing need deficits so as to pursue a state of homeostasis. Balance is a multi-faceted phenomenon, a state of being. For college students the concept of balance means that each student individually makes the necessary adjustments and adaptations to optimize the college experience. (ABL)

ED 337 733 CG 023 728

Andrews, Judy; And Others
Adolescent Substance Use and Academic Achievement and Motivation.
PUB DATE- Aug 91
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; Drinking; Marijuana; Secondary Education; Secondary School Students; Smoking; *Student Motivation; *Substance Abuse

Previous research has found a relation between substance use and academic achievement and motivation, although the direction of the causal relation is unclear. Whereas numerous researchers have found that substance use is predictive of graduation from high school, others have found that poor academic achievement and low academic aspirations have a significant influence on substance use onset. In this study data from a 3-year longitudinal study of adolescent substance use were used to clarify the direction of influence between the adolescent's academic achievement and motivation and substance use. Adolescents (N=464), ages 12-16, from grades 6 through 11, and their parent(s) completed parallel questionnaires measuring marijuana, cigarette, and alcohol use; achievement motivation; and academic achievement. The results suggest that the relation between substance use and achievement and motivation is bidirectional. Adolescents with lower motivation tended to initiate the use of marijuana and initiation of cigarette use tended to decrease the adolescent's achievement and motivation. For 12-year-olds, only the path between substance use and academic achievement was significant. (ABL)

ED 337 734 CG 023 729

Monahan, Michele Ann
"I Was Always Too Busy, Am I Too Late?" A Parental Plea. A Program To Increase Parent Participation in Drug Education Prevention Programs and Activities.
PUB DATE- Jul 91
NOTE- 48p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

strategies. (Two tables of data, 2 figures representing Graphic Post Organizers, a list of Graphic Post Organizer terms for the branches of American government, and 13 references are attached.) (RS)

ED 337 753   CS 010 730

Kurth, R. J.; Palmer, R. M.
A Theoretical Model for Integrating Language Arts and Locomotor Movement Skills.
PUB DATE- Oct 91
NOTE- 15p.; Paper presented at the Annual Great Lakes Regional Conference of the International Reading Association (9th, Grand Rapids, MI, October 17-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Communication Skills; *Language Arts; Models; *Motor Development; *Movement Education; *Poetry; Primary Education; *Young Children

Body movement can be successfully integrated with language arts skills through the following six-step model: (1) begin with the auditory channel (chant the poem to the child and emphasize the sounds); (2) add rhythm (clap the beat, stressing the accents); (3) add movement (watch the execution); (4) add meaning (discuss each phrase, and use imagery and pantomime); (5) integrate language, movement and meaning (combine movement and words as the children chant the poem); and (6) read the poem. The movements used in the above six stages are the basic locomoter skills: walking, running, marching, jumping, hopping, leaping, skipping, galloping, and sliding. By knowing how to properly execute and teach these movements, teachers can help young children to integrate them with language arts, and thus communicate better. (Twenty-one "poetry for movement" examples are attached.) (PRA)

ED 337 754   CS 010 731

Morocco, Catherine Cobb; And Others
Designing Classroom Activities for Diverse Language Needs.
PUB DATE- Apr 91
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Class Activities; Educational Research; Elementary Education; Grade 3; Grade 4; *Integrated Activities; *Lesson Plans; Protocol Analysis; *Student Needs; *Teacher Behavior

A case study of teachers' activity design processes presents early findings from an ongoing study that intends to contribute to a practical theory of activity design that captures and reduces the complexity of integrated activities. The study also points to the kind of support teachers need to reflect a more constructivist perspective in their practice. In phase 2 of the study, a "think-aloud" planning activity was designed that allowed teacher thinking to be studied in a more controlled context and allowed exploration of the finding from phase 1 that teachers do not refer much to individual student needs and by women and those written by men can be seen in a comparison of Harriet A. Jacobs's "Incidents in the Life of a Slave Girl, Written by Herself" and Frederick Douglass's "Narrative of the Life of Frederick Douglass, An American Slave." A comparison of these works offers the greatest contrast of issues found throughout gender and autobiographical studies--issues of voice, content, ideology, and form. Douglass and Jacobs differ widely in voice, because of gender-related aspects of how voice is rendered, to whom it speaks, how much it is present, and how it is used to authenticate the speaker. Issues of ideology also surface as gender differences, both within the two texts and in the perception of them. The novelization of "Incidents" is only one element of contrast of form in the two texts. Despite their similarities--in shared themes of violence, sexual abuse, separation, religious irony, education, abolition, and demythification--the books' differences should call into question the perception of Douglass's "Narrative" as the peerless prototype of the genre. Scholars rethinking the African American literary canon may indeed need to consider that the "Narrative" finds its peer in "Incidents." Black women and black men underwent different experiences in slavery, perceived them differently, and wrote about them differently. Jacobs' achievement was the creation of a complex, contoured black woman and the depiction of her experiences in slavery. (Twenty-seven references are attached.) (RS)

ED 337 773 CS 212 982

Addison, Elizabeth
A Real-World Writer Reenters the Classroom: Stumbling Blocks and Stepping Stones.
PUB DATE- 23 Mar 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Awareness; *Freshman Composition; Higher Education; Instructional Improvement; Rhetoric; *Rhetorical Theory; Writing Assignments; Writing Difficulties; *Writing Improvement; *Writing Processes
IDENTIFIERS- *Composition Theory

After several years in academic public relations, a professional writer returned to teaching composition. After her first attendance at the annual meeting of the Conference on College Composition and Communication, she experienced a turning point in her view of "the essay." Following the conference, she changed her assignments from standard expository essays to other forms, such as writing personal letters, allowing the students to tap into their own personal experiences. Three papers written by the same student illustrate the positive changes that occurred. Later, an article on rhetorical axiology provided the instructor/writer with a theoretical base to understand what had happened, and she began to relate this to her personal writing experiences which were targeted for specific audiences, and which were improved by the use of a word processor. As the writer began to teach composition, using "Helping Circles," journal writing, and prewriting, and emphasizing inner experience, she found that there were still problems in getting her students to write expressively and with rhetorical value. Finally, she decided to teach her own writing process--to write along with the students, something she never grade level, and outlines recommendations. The report is one of a series of reports on writing assessment in regular English, French Immersion, and Franco-Manitoban programs. (SR)

ED 337 792 CS 213 049

Maurice, Lucille; And Others
Manitoba Writing Assessment 1988. French Immersion Schools. Final Report.
PUB DATE- Mar 91
NOTE- 136p.; For a summary report, see CS 213 048; for other documents in the three series which comprise this assessment, see CS 213 046-051.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; Foreign Countries; *French; Grade 4; Grade 8; Grade 11; *Immersion Programs; Language Arts; Student Evaluation; *Writing Achievement; *Writing Evaluation
IDENTIFIERS- *Manitoba

This final report is the second of three reports (Preliminary, Final, and Summary) of the findings of the 1988 Provincial Writing Assessment in Manitoba, Canada for grades 4, 8, and 11 of French Immersion schools. It contains an overview of the purposes, procedures, and a detailed presentation of the findings and recommendations of the Writing Assessment 1988. The report's seven chapters are as follows: (1) Introduction (discussing English language arts curriculum in French Immersion schools); (2) Purposes and Procedures of the Test; (3) Grade 4 Results; (4) Grade 8 Results; (5) Grade 11 Results; (6) Teacher Questionnaire; and (7) Findings and Recommendations. The report is one of a series of reports on writing assessment in regular English, French Immersion, and Franco-Manitoban programs. Two bibliographies totaling 21 items are included. An appendix containing the results of teacher surveys at all grade levels is attached. (SR)

ED 337 793 CS 213 050

Maurice, Lucille; And Others
Manitoba Writing Assessment 1988. Franco-Manitoban Schools. Summary Report.
PUB DATE- Mar 91
NOTE- 24p.; For a final report, see CS 213 051; for other documents in the three series which comprise this assessment, see CS 213 046-051.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); *English Instruction; Foreign Countries; Grade 4; Grade 8; Grade 11; Language Arts; Student Evaluation; *Writing Achievement; *Writing Evaluation
IDENTIFIERS- *Francophone Education (Canada); *Manitoba

This summary report is the third of three reports (Preliminary, Final, and Summary) of the findings of 1988 Provincial Writing Assessment in Manitoba, Canada for grades 4, 8, and 11 of the Franco-Manitoban schools. It contains a brief description of the study along with recommendations. The report notes that the 1988 Writing Assessment was the first attempt to evaluate the Manitoba English Language Arts program--based on a writing process model--as it applies specifically to Francophone to write comedy, indeed to structure farcical situations, without severely distancing her characters from the reader contributes significantly to both the critical and the popular success of her works. In all three novels the protagonists, who suffer varying degrees of isolation and loneliness, do not give up the search for family solidarity though for them the pain is not mitigated by laughter as it is for the reader. An examination of scenes from all three novels show how, with her humor, Tyler entertains readers and endears her characters to them. She makes the characters and their everyday experiences memorable, and perhaps less pitiable than they would otherwise be, so that it is easier to see them as having behavior patterns similar to the reader's. Tyler's sympathetic portrayals ensure that the readers laugh not at the characters, but at their unexpected remarks and actions. Amid the incongruities, the slapstick, the clever strategies in the action of these novels, Tyler tells a story of men and women whose suffering moves the reader to experience some pity even while laughing--for these characters who long for strong family bonds are not, after all, too distant from the readers. (PRA)

ED 337 813   CS 213 074

Ediger, Marlow
Goals, the Learner, and the Language Arts.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Style; Educational History; *Educational Objectives; *Educational Principles; Elementary Education; Language Arts; Principals; *Student Characteristics; *Student Educational Objectives

Teachers, principals, and supervisors need to determine the kinds of learners being taught in the school/class setting. Are pupils good by nature, bad, or neutral? Concepts held pertaining to each pupil assist in determining objectives, learning activities, and evaluation techniques. The Puritans believed that individuals were born evil or sinful. A leading objective for Puritan pupils to achieve was knowledge of God or eternal life, and corporal punishment was regularly used. Joseph Lancaster introduced the Lancastrian Monitorial System of Instruction into the United States in 1805. The system was also based on the belief that individuals were born evil, but employed the method of publicly embarrassing pupils for misbehavior as more humane than physical punishment. Johann Herbart (1776-1841) believed that individuals were born with a mind like a blank sheet, and neutral in their initial orientation, so that it was entirely up to the teacher to furnish right ideas to pupils. Friedrich Froebel (1782-1857) believed that individuals were born as good, wholesome persons, and the teacher's task was to encourage this innate goodness to come forth. Teachers, principals, and supervisors must thoroughly evaluate and ultimately select quality objectives for pupils to achieve. General objectives can be divided into the categories of understandings, skills, and attitudes. How specific objectives should be stated is an issue. Cognitive, affective, and psychomotor objectives need adequate emphasis in the curriculum. There must be a rational balance among understandings, skills, and attitudinal objectives. Teachers, principals, supervisors, parents, and children should be references are attached.) (Author/PRA)

ED 337 833 CS 507 612

Aitken, Joan E.; Neer, Michael R.
An Assessment Program Designed To Improve Communication Instruction through a Competency-Based Core Curriculum.
PUB DATE- 2 Nov 91
NOTE- 60p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *College Programs; Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Higher Education; *Instructional Effectiveness; *Speech Communication; Student Evaluation; Teacher Developed Materials
IDENTIFIERS- *Competency Based Curriculum; University of Missouri Kansas City

This paper provides an example procedure used to design and install a program of assessment to improve communication instruction through a competency-based core curriculum at a mid-sized, urban university. The paper models the various steps in the process, and includes specific tests, forms, memos, course description, sources, and procedures which may be employed by other communication departments interested in a competency-based core curriculum that integrates a variety of assessment procedures throughout the program. The paper is divided into six parts: (1) non-student measures (including sheets on faculty goal-setting, department evaluation by faculty, and a student graduate survey); (2) curricular information memos to students (including program requirements, program changes, and program information or communication competence, core curriculum competencies, and student portfolios); (3) syllabi for cornerstone and capstone courses (Introduction to Study of Human Communication, and Research Seminar in Communication); (4) standardized student competency rating forms (including rating forms for general communication competencies, oral competency, and written competency); (5) segments from the Communication Assessment Measure (CAM); and (6) a bibliography of 67 references. The CAM items in section 5 include a pretest, student profile, student ranking of learning goals, interaction involvement scale, communication style, instructor immediacy behavior, teacher credibility measure, style motivation scale, student knowledge assessment form, and student evaluation of instructors. (PRA)

ED 337 834 CS 507 613

Cronin, Michael W.; Grice, George L.
Oral Communication across the Curriculum: Designing, Implementing, and Assessing a University-Wide Program.
PUB DATE- 31 Oct 91
NOTE- 41p.; Short Course presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Higher Order Learning for All: A Report by the Council of Chief State School Officers on Restructuring Learning.
PUB DATE- Nov 90
NOTE- 186p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; *Learning Processes; *Metacognition; Program Descriptions; State Action; State Surveys; Teaching Methods; *Thinking Skills

Serving as a bridge between research in the cognitive sciences and educational policymakers and practitioners, the first part of this report reviews recent research on thinking and learning. Findings emphasize work on higher order learning, the role of knowledge in learning, and the development of a disposition for thinking. Topics detailed include higher order processes, cognitive frameworks, cognitive styles and intelligences, transfer of skills, metacognition, and knowledge in learning. Subject-specific skills in language, mathematics, science, and social studies are examined. Two sections provide discussions about: (1) what the teacher's role should be in supporting higher order learning for all students; and (2) student assessment that supports thinking. Examples are provided of specific programs whose stated purpose is to teach thinking. The second part of the report notes the findings of a national, state-by-state survey on critical thinking initiated during spring 1990. Survey design and methodology, response, findings, and conclusions are detailed. Appended is a policy statement on restructuring learning for students. Also appended is a systematic description of promising state programs, in state-by-state charts, for general and special needs students. Information includes a summary, information on funding, the impetus, the goals, the implementation strategy, and whether the program targets middle grades. (69 references) (RR)

ED 337 855 EA 023 363

Eberly, Donald J., Ed.
National Youth Service: A Democratic Institution for the 21st Century. Proceedings of a National Service Secretariat Conference (Wisconsin, July 19-21, 1991).
PUB DATE- 91
NOTE- 65p.; This booklet can usefully be read in tandem with the National Service Secretariat publication: "National Service An Action Agenda for the 1990s," 1988.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Services; Elementary Secondary Education; Labor Needs; Labor Utilization; *National Programs; *Student Volunteers; *Youth Employment; *Youth Opportunities; *Youth Programs
IDENTIFIERS- *National Service Secretariat

Proceedings from a conference to explore issues in moving toward a new institution for national youth service are presented in this booklet. Chapter 1 presents a historical overview of youth participation in the United States, focusing on trends in the labor market, schooling, incarceration, and social problems. The assertion is made that due to population and technological influences on labor supply and demand, schools no longer effectively socialize or control youth. Therefore, the introduction, chapter 1 offers a definition of student voice and a discussion of its evolution. The second chapter presents a review of motivational theories from the psychological and business management perspectives. The correlation between student input and engagement in the school community is examined in the third chapter. Chapter 4 describes strategies for developing student voice, examining three common problems associated with participative management and some experiences of an Oregon high school. A conclusion is that incorporating student voice into the administration requires a coordinated effort among all school community members and is most challenged by the view that student empowerment threatens the administration's power. (22 references) (LMI)

ED 337 876 EA 023 402

Fulfilling Reform's Promise: The Need To Expand the Vision of Education in the South.
PUB DATE- Jul 91
NOTE- 46p.; Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Responsibility; Corporate Support; Educational Economics; *Educational Improvement; Elementary Secondary Education; *Philanthropic Foundations; *Private Financial Support; Private Sector; *School Business Relationship; School Restructuring
IDENTIFIERS- *United States (South)

This study explored the role of philanthropy in educational reform. A survey of 22 educators with links to the southern United States was conducted to identify educational needs and to solicit ideas for educational improvement. Priorities redefined by the BellSouth Foundation in response to survey findings include supporting educators to meet students's changing needs, linking educational policy with changing regional needs, and expanding the role of information technologies in education. A conclusion is that reform is most efficiently accelerated through working at the professional and policy levels of education in conjunction with public support and collaboration among private organizations. Thirteen charts and graphs illustrating regional economic and population trends and projections for the next decade are included. Appendices include the evaluation questionnaire and lists of task force members and their reports, BellSouth management panel members, and advisory committee members. Several drawings illustrate the text. (12 references) (LMI)

ED 337 877 EA 023 403

Blank, Martin
Next Steps in the Relationship between Business and Public Schools. Supporting Leaders for Tomorrow, Occasional Paper #1.
PUB DATE- Feb 88
NOTE- 24p.; Working paper for the Exploratory Conference of the Institute for Educational Leadership and the Edna McConnell Clark Foundation (Washington, DC, February 24, 1988). For other titles in this series, see EA 023 404-405 and EA 023 408-415.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)

Utah's Educational Reform Programs, 1990-91.
PUB DATE- 91
NOTE- 126p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Improvement; Educational Innovation; Elementary Secondary Education; *Excellence in Education; *Outcomes of Education; *Program Descriptions; *Public Schools; *School Effectiveness
IDENTIFIERS- *Utah

Seven reform programs that were developed to change the quality of public school education in Utah are highlighted in this publication. The history, current status, and future directions of each of the following reform programs are described: the Career Ladder Program; the Incentives for Excellence in Public Schools Program; the Outcome-Based Education Program; the Productivity Project Studies: Instructional Program; the Promoting Excellence and Efficiency in Public Schools Program; the Technology-Instruction Program; and the Year-Round School and Effective Facility Use Program. The bulk of the report consists of brief descriptions of projects funded under each program during 1990-91. (LMI)

ED 337 898 EA 023 424

Hergert, Leslie F.; And Others
Kindle the Spark: An Action Guide for Schools Committed to the Success of Every Child.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Excellence in Education; Program Development; Program Implementation; *School Effectiveness; *School Restructuring

Guidelines for transforming and improving the nation's public schools are presented in this book, with a focus on the regional laboratory's program for educational change. The program is organized around "designing schools for enhanced learning" and is based on three principles--a focus on learning, a systemic approach to change, and building a sense of community. Four essential components of the process are examined: classroom practice; policies and structures; student support strategies; and family and community involvement. Five chapters describe each stage of school restructuring--getting started, exploring options, preparing for change, making change, and continuing to change. Each chapter focuses on key tasks and considerations, presents sidebars describing activities and giving program examples, and concludes with a relevant school vignette about a "Kindle the SPARK" participant. An essay on early childhood education concludes the book. Thirty-four figures are included. Appendices contain selected references, an annotated bibliography, and a list of resource organizations. (105 references) (LMI)

Impairments; Crack; Drug Abuse; Elementary Education; Infants; *Intervention; *Neurological Impairments; Pregnancy; *Prenatal Influences; Preschool Education; Teaching Methods; Young Children
IDENTIFIERS- *Fetal Drug Exposure

This report discusses the use of cocaine throughout history; the introduction of crack cocaine in the early 1980s; its use by pregnant women; and the resulting impact on their infants, including premature births, deformities, and impaired neurological functioning. Studies which show that the neurological impairments continue into at least early childhood are reviewed, and statistics on the extent of the problem are cited. Programs instituted to facilitate the enrichment and development of cocaine-exposed babies and children are described. Recommendations are offered to teachers who have cocaine-exposed children in their classrooms, and suggestions are made on dealing with the problem of the poor home environment and inadequate parenting often suffered by these children. (62 references) (JDD)

ED 337 921 EC 300 663

Traustadottir, Rannveig
Women with Disabilities: Issues, Resources, Connections.
PUB DATE- Jul 90
NOTE- 151p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners` - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Disabilities; Employment Opportunities; *Females; Handicap Discrimination; Information Networks; *Normalization (Handicapped); Reproduction (Biology); Resources; Sex Discrimination; Social Influences; *Social Problems; *Social Support Groups; Teaching Methods

This four-part information package serves as an introduction to the lives of women and girls with disabilities and the social issues they specifically face. Part I comprises a paper which reviews the literature and major issues, titled "Obstacles to Equality: The Double Discrimination of Women with Disabilities." The paper examines three major areas of life, namely, reproduction and nuturing, education, and employment, and analyzes how women with disabilities fare within these areas compared to women without disabilities and men with disabilities. Part II is an annotated bibliography citing articles, journals, books, and other resources written by and/or about women and girls with disabilities and categorized as follows: general issues, life histories and personal accounts, education, employment and rehabilitation, health issues, motherhood and reproductive rights, sexuality and sexual abuse, and fiction. Part III presents an annotated listing of resources and teaching materials about women and girls with disabilities, including organizations that offer consultation and training on related issues. Part IV, titled "Building Connections," provides information about locating services and support groups for women and girls with disabilities, starting networking projects, and locating periodicals and organizations that include women with disabilities. (JDD)

Video; Marketing; *Material Development; Multimedia Instruction; Problem Solving; *Science Education; Secondary Education; *Thinking Skills

This report summarizes activities related to the development, field testing, evaluation, and marketing of the "Scientists at Work" program which combines computer assisted instruction with database tools to aid cognitively impaired middle and early high school children in learning and applying thinking skills to science. The brief report reviews demonstrations and promotions of the project as well as the marketing plan and results of contacts with various commercial publishers. The program requires a Macintosh computer, a hypercard, and an external disk drive. It combines visual, sound, and textual information within a life science problem-solving context utilizing an embedded interactive coach. Most of the document consists of appendixes including the "Scientists at Work" print materials (the Users' Guide and the Teaching Guide with lesson plans), team activities for the nine lessons, a description of the Interactive Advisor, a report of field testing (indicating a lack of statistically significant quantitative findings but encouraging results in the qualitative dimension), sample requests for the program and videotape, a news release on teaching thinking skills with databases, and a brief report on the feasibility of converting the program to the Personal Computer environment. (DB)

ED 337 942 EC 300 684

Tapp, Kenneth L.; And Others
A Guide to Curriculum Planning for Visually Impaired Students. Bulletin No. 91540.
PUB DATE- Jul 91
NOTE- 197p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Blindness; Consumer Education; *Curriculum Guides; Daily Living Skills; Delivery Systems; Elementary Secondary Education; *Handicap Identification; Language Arts; Mathematics; Partial Vision; Physical Education; Preschool Education; Reading; Recreation; Referral; Science Education; Social Studies; *Student Evaluation; Teaching Methods; *Visual Impairments; Visually Handicapped Mobility

This guide to providing educational services to students with visual impairment is intended for use by educators in either mainstreamed or specialized settings and encourages the use of a broad spectrum of service options in both rural and urban areas of Wisconsin. The guide first presents information on the detection, referral, and assessment process. It then offers specific material about the counseling needs and psychosocial development of the visually impaired student. Individual chapters address the following topics: detecting visual impairments and referral; assessment; psychosocial development; preparing for instruction in various settings; early childhood and preschool education; reading and language arts; science and mathematics; family and consumer education and social studies; physical education and health; creative arts and recreation; preparation for work; special curriculum needs (e.g., orientation and mobility and daily living skills); and the presence of additional disabilities or giftedness. Appendixes provide additional information on the Wisconsin Educational Services Center, a list of resources, a glossary, a bibliography (of approximately 130 items), suggested resources

Fox, Wayne; Capone, Angela
Preparation of Special Educators in Essential Early Education. Preparation of Personnel To Provide Special Education and Related Services to Newborn and Infant Children with Handicaps.
PUB DATE- 89
NOTE- 97p.; For related document, see EC 300 705.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; Competency Based Teacher Education; *Disabilities; *Early Intervention; Graduate Study; Higher Education; Masters Degrees; *Practicums; Preschool Education; *Preservice Teacher Education; Records (Forms); Rural Areas; Rural Education; *Special Education Teachers
IDENTIFIERS- University of Vermont; Vermont

The Preparation of Special Educators in Essential Early Education program was a 36-credit hour preservice program of the University of Vermont to train Early Childhood Special Educators at the Master's Degree or Certificate of Advanced Study levels. The program prepared students to demonstrate the necessary competencies for providing quality educational services to young children (ages birth through 5) with handicaps and their families, and to assume the educational and leadership roles required for establishing, coordinating, advocating for, and evaluating early childhood special education programs in rural settings. This final report describes coursework, practicum experiences, and project accomplishments. The report includes program evaluation forms and a list of essential early education personnel competencies. A practicum manual comprises approximately half the report and describes practicum sites, practicum experiences, student confidentiality, responsibilities of students and supervisors, classroom management, lesson plans, and evaluation and grading procedures. The manual contains an individual planning and progress chart, an individual supervision record, consultative program outlines, evaluation outlines, and a case study outline. (JDD)

ED 337 963 EC 300 705

Fox, Wayne; Capone, Angela
Preparing Early Intervention Specialist To Service Newborn and Infant Children at Risk or with Identified Handicaps and Their Families within Rural Vermont. Final Report.
PUB DATE- Jul 91
NOTE- 125p.; For related document, see EC 300 704.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Competency Based Teacher Education; *Disabilities; *Early Intervention; Family Programs; Graduate Study; Higher Education; *Infants; Neonates; *Practicums; Preschool Education; *Preservice Teacher Education; Program Implementation; Records (Forms); Rural Areas; Rural Education; Special Education Teachers
IDENTIFIERS- University of Vermont; Vermont

The Preparation of Personnel To Provide Special Education and Related Service to Newborn and Infant Handicapped Children program of the University of Vermont offered interdisciplinary preservice programs to train Early Intervention Specialists at either the Master's level (36 credit hours) or the Certificate of an employability assessment and planning program are vocational choice, job acquisition, and job retention. The model offers strategies for empowering the consumer and involving the consumer as a co-manager of his/her program. Assessment and planning strategies involve measuring vocational readiness, aptitudes, interests, vocationally relevant personality factors, work temperament, personal capacities, work values and needs, job seeking behavior, basic work habits and behavior, and on-the-job coping behavior. Organization and administration of an employability assessment and planning program require consideration of the statement of mission, organizational placement, personnel needed and their competencies, staff responsibilities, operational procedures, scheduling/unit capacity, length of assessment program, program activities, evaluation plan development, and reporting. (30 references) (JDD)

ED 337 983 EC 300 725

The Future Workplace: Implications for Rehabilitation. Report from the Study Group. Institute on Rehabilitation Issues (14th, Memphis, Tennessee, October 1987).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Employment; Employment Opportunities; *Futures (of Society); Job Analysis; Private Sector; Rehabilitation Programs; Trend Analysis; *Vocational Rehabilitation; *Work Environment

This manual addresses the future workplace for persons with disabilities and the implications for rehabilitation. It presents information on trends and forecasts regarding work in the future, to stimulate thought and provoke action to meet the challenge presented by the future workplace. In an introductory section, the workplace of the future is projected, noting the pace of change, labor market trends, and resulting challenges to vocational rehabilitation programs. Unit Two reviews trends and potential future characteristics of work in America, specifically examining characteristics of the U.S. population, economic developments and technology, and social and political trends. Unit Three addresses the types of jobs that will offer employment opportunities for persons with disabilities in the future and identifies the skills that will be required to perform tasks required in those jobs. Unit Four discusses resources, opportunities, and relationships that will offer increased benefits to persons with disabilities in the vocational arena. Unit Five discusses how changing requirements of the workplace are likely to affect persons with disabilities, considers the impact on preparing disabled individuals for work in the future, and develops awareness of the importance of establishing integral working relationships with the private sector. Unit Six contains 17 recommendations to strengthen the state-federal rehabilitation program of the future. (55 references) (JDD)

ED 337 984 EC 300 726

convey and possible formats. The guide discusses referral sources, newsletters, public service announcements, and print media; radio and television publicity; columns and fillers; and electronic bulletin boards. Section 4 provides tips on helping individuals with disabilities from diverse populations fit into the organization. Section 5 suggests ways to work on common goals with other organizations representing disabilities. An appendix provides profiles of five organizations with a comprehensive outreach program. Includes 70 references. (DB)

ED 338 003   EC 300 745

Ensign, Arselia, Ed.
Is Your Church Accessible? Houses of Worship: Physical Accessibility Checklist.
PUB DATE- Jul 91
NOTE- 9p.; Checklist provided by the Lutheran Church of America, Division of Parish Services.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Building Design; *Churches; *Physical Disabilities; Program Development

This checklist is intended to help churches evaluate the accessibility of their facilities to those with physical disabilities. Categories covered are: basic accessibility, parking lots, walks, ramps, entrances/exits, doors and doorways, stairs and steps, floors, worship space, rest rooms, controls, water fountains, identification, warning signals, hazards, public telephones, and elevators. An accessibility process is detailed for the three major steps of: (1) audit (e.g., identify the needs); (2) design (e.g., develop a scope of the work and prioritize needs); and (3) implementation (e.g., finalize financial planning, implement, and dedicate the resulting church and program. (DB)

ED 338 004   EC 300 746

Resource Inventories 1990 .
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Collected Works - General (020)
DESCRIPTORS- Accessibility (for Disabled); Assistive Devices (for Disabled); *Computer Oriented Programs; *Disabilities; Elementary Secondary Education; Higher Education; Information Services; *Information Sources; Preschool Education; Rehabilitation; *Technology; Visual Impairments; Young Children
IDENTIFIERS- Augmentative Communication Systems

This set of 10 resource inventories provides listings of information and service resources organized by state or by subtopic. Listings typically include name, address, phone, and a contact person. The first inventory lists the 39 Alliance for Technology Access Centers which are community-based resources providing specific areas of expertise for parents, teachers, and disabled individuals. The second inventory, on assistive devices, lists 57 resources which provide such services as

The National Core French Study had the objectives of defining and developing four syllabuses and assessing their applicability in Core French classes in Canadian elementary and secondary schools. The Culture Syllabus is reported here. The first chapter defines "francophone culture" and discusses its role in Core French program. A review of literature and current practice are contained in the second chapter, and four general objectives of cultural education are discussed in the third. The fourth chapter deals with the cultural content of the curriculum; it consists mainly of a listing of possible contents and offers some principles for curriculum design. Content is divided into five areas: (1) francophone presence; (2) historical context of francophones; (3) regional French; (4)francophone daily life; and (5) Canadian bilingualism. Chapter five contains a scope and sequence for the content. In chapter six, teaching approaches and the usefulness of integrated instructional materials are discussed. The three subsequent chapters contain notes on evaluating the culture syllabus, integrating the syllabus, and implications for teacher training. A bibliography of over 80 items is appended. (MSE)

ED 338 025   FL 019 597

Tremblay, Roger; And Others
National Core French Study: The Communicative/Experiential Syllabus.
PUB DATE- 90
NOTE- 118p.; For related documents, see FL 019 595-600. A brief introduction to this volume is written in French.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); *Curriculum Design; Educational Objectives; Educational Strategies; Elementary Secondary Education; *Experiential Learning; Foreign Countries; *French; Language Teachers; National Surveys; *Second Language Programs; Student Evaluation; Teacher Education
IDENTIFIERS- *Canada

The National Core French Study had the objectives of defining and developing four syllabuses and assessing their applicability in Core French classes in Canadian elementary and secondary schools. The communicative/experiential syllabus reported on here reflects real-life language use needs. The first chapter is introductory. The second elaborates on the principle that an individual in interaction with his or her environment develops a store of experiences, some of which are communicative in nature. Chapter three reviews and synthesizes research on non-analytic teaching and experiential learning. The fourth chapter outlines proposed syllabus objectives. Each global objective is coordinated with two general objectives (one for each dimension of the syllabus, one experiential and one communicative), and terminal and intermediate objectives are listed for each of the two dimensions. Possible themes for curriculum content are presented in chapter five, scope and sequence are specified in chapter six, and teaching approaches are discussed in the seventh chapter. Chapter eight discusses the need for new testing procedures for communicative/experiential learning, for evaluation of both skill and content learning. The contributions of the four syllabuses to an integrated multidimensional curriculum are examined in chapter nine, and pronominal. Errors in choice of "se" and "le" are not unidirectional, and there is some early overgeneralization of both. The data point to a need to incorporate an asymmetry in the status of the different uses of "se." Finally, there may be a need to incorporate lexical-specific learning in the acquisition of anaphors and pronominals. (MSE)

ED 338 047 FL 019 708

Gerken, LouAnn
Performance Constraints in Early Language: The Case of Subjectless Sentences.
PUB DATE- Jul 90
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p54-61.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Child Language; *Language Acquisition; *Language Processing; Language Research; *Language Rhythm; Linguistic Theory; Models; *Pronouns; *Sentence Structure
IDENTIFIERS- *Subject (Grammar)

A discussion of English-speaking children's use of subjectless sentences contrasts the competence and performance explanations for the phenomenon. In particular, it reviews evidence indicating that the phenomenon does not reflect linguistic competence, but rather performance constraints. A tentative model of children's production is presented based on an integrated view of competence and performance to account for subjectless sentences as well as other language acquisition data. A group of 18 children with a mean age of 27 months were asked to imitate sentences in which subjects and objects were pronouns, proper names, or common noun phrases. The sentences were categorized according to meter. The children's omissions from the sentences indicate that, as predicted: (1) children omit subject pronouns more frequently than object pronouns or either proper or common noun phrases; (2) because subject articles always constitute a weak syllable in an iambic foot, they are omitted at the same rate as subject pronouns; and (3) object articles in sentences with a pronoun subject are omitted more frequently than object articles in sentences with proper or common noun phrase subjects and at the same rate as subject pronouns and subject articles. The results support the model's application. (MSE)

ED 338 048 FL 019 709

Gropen, Jess; And Others
Object Affectedness and the Acquisition of Novel Verbs.
PUB DATE- Jul 90
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p62-69.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Language Acquisition; Language Research; Linguistic Theory; *Semantics; *Syntax; *Verbs; Young Children

A study investigated the validity of a linking rule of object affectedness; the rule states that an argument is expressed as

Intrapersonal divisions were significantly more frequent in old and old-old adults than in young adults, whereas interpersonal divisions were significantly more frequent in young adults. Consistent with previous research, the sample demonstrated the "classic aging pattern" in cognitive performance. The older adults were more likely to use an intrapersonal type of reasoning, whereas the young adults displayed more abstract reasoning. The study observed that various patterns of thinking were also found within age groups, leading to the conclusion that styles of thinking may reflect age but are not limited to age. (33 references) (KC)

ED 337 582 CE 059 037

Clark, Donald M.
Business-Education Partnerships .
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Business Responsibility; Career Education; Coordination; *Corporate Support; *Educational Cooperation; Educational Finance; *Educational Improvement; Education Work Relationship; Elementary Secondary Education; Industry; Labor Force Development; Postsecondary Education; *School Business Relationship; Vocational Education
IDENTIFIERS- *Industry Education Councils; *Partnerships in Education

This document consists of three separate brief articles by the same author on the subject of "business-education partnerships and industry-education cooperation," extracted from three different newsletters (not fully identified). The author is president of the National Association for Industry-Education Cooperation. The first article, "Business Education: Rhetoric Outstrips Reality," focuses on understanding that the real reason for business/industry participation in elementary and secondary education is a recognition that the entire educational system needs help. Suggestions are made regarding how business/industry and education can get organized into a local, broad-based industry-education council type of structure. The second article, "Business-Education Partnerships in the Last Decade: Rhetoric over Substance," also addresses basic steps in organizing industry and education (public and postsecondary) into a broad formal structure/alliance--an Industry-Education Council with support staff--to start incremental and substantive collaboration in fostering school improvement. Career education is promoted as a key objective and integral part of the industry-education collaborative school improvement process. The third article, "Making Sense of It All: Role in Systemwide School Improvement," argues that the real reason for business-education collaboration is the development of an academic and vocational program that better meets the needs of both students and employers. It recommends a much broader level of commitment of resources by industry. (YLB)

ED 337 583 CE 059 048

Dvarishkis, Mary
Pathways to Careers: Exploring Career Options.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Disadvantaged; *Employment Programs; *Federal Legislation; *Federal Programs; Federal Regulation; Hearings; *Job Training; Policy Formation; Postsecondary Education; *Program Improvement; Public Policy
IDENTIFIERS- Congress 102nd; *Job Training Partnership Act 1982; Proposed Legislation

This document records the oral and written testimony of persons testifying at Congressional hearings about proposed amendments to change and improve the Job Training Partnership Act (JTPA) of 1982. Witnesses testifying and/or presenting written testimony at the hearings included several Representatives, the Secretary of Labor (Lynn Martin), and representatives of local JTPA programs, Private Industry Councils, literacy programs, unions, and public agencies in the New Jersey and Pennsylvania areas. Witnesses said that there is concern about lack of oversight and fraud in the program, but that audits have found the actual incidence of fraud to be very small. Witnesses also stressed that the program has been successful and that more complicated government regulations could do more harm than good. Changes were suggested to allow the program to serve more than the "cream" of the eligible population, and additional funding was proposed to expand JTPA services to more than the 5 percent that are presently being served. More stringent and specific performance standards were also advocated. (KC)

ED 337 601 CE 059 125

Biennial Report of Progress under and Compliance with the Master Plan for Vocational and Technical Education and an Evaluation of Vocational Education Programs from the State Board of Education. Submitted to the Governor, Lieutenant Governor, and the Seventy-Second Texas Legislature.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); Educational Change; Educational Development; Educational Planning; Elementary Secondary Education; Higher Education; Long Range Planning; *Master Plans; Program Development; Program Effectiveness; *Program Evaluation; *State Programs; *Vocational Education
IDENTIFIERS- *Texas

This report presents information for school years 1988-89 and 1989-90 on progress under and compliance with the Texas Master Plan for Vocational and Technical Education. It also reports on quantitative and qualitative evaluation of the state's vocational programs. Section I provides information on elementary and secondary education. It sets forth the goals and selected objectives in the plan and specific career development strategies developed to achieve these goals and objectives. The actions taken are described for these eight goals: (1) student performance; (2) curriculum; (3) teachers and teaching; (4) organization and management; (5) finance; (6) parent and community involvement; (7) innovation; and (8) communications. Results of the following major evaluation activities are reported: onsite compliance monitoring, civil rights evaluations, sunset program reviews, and program completer evaluations. Section II provides information on higher education. It sets forth the goals and strategies developed to achieve them. The actions taken are described for these six

Linkages: Model Programs," and the presenters were Barry Tronstad, Brenda Glass, Mary Kay Peterson, and David Vandergoot. Section IV is a summary of workshop recommendations. Specific recommendations made by each work group are categorized by the title of the group, and each group's declared objectives and specific recommendations are given. Groups focused on the following topics: (1) program improvement; (2) government's role in building partnerships; (3) personnel preparation and research needs for youth and adults with disabilities; and (4) "we are the learners: listen to us." Other contents include evaluations from participants, concluding statements, selected participant comments, and lists of attendees and participants. (YLB)

ED 337 619 CE 059 214

Agricultural Education and Farming in Taiwan: A Study of the Graduates from Vocational and Technical Agriculture Programs.
SPONS. AGENCY- Council of Agriculture, Taipei (Taiwan).
PUB DATE- Apr 90
NOTE- 164p.
LANGUAGE- English; Chinese
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; *Agricultural Occupations; *Employment Patterns; Farmers; Foreign Countries; *Graduates; Graduate Surveys; *Outcomes of Education; Program Effectiveness; Secondary Education; Technical Institutes; Two Year Colleges; Unemployment; *Vocational Education
IDENTIFIERS- *Taiwan

A research project studied the accomplishments of 399 of the 3,780 1982 and 1984 graduates from 6 senior vocational agriculture programs and 500 of the 2,661 1984 graduates from 2 technical agriculture institutes in Taiwan. Information was also provided from the graduates' schools and about older graduates from a 1975 study. Data were gathered through mailed surveys. The project sought information about the educational and occupational attainments, opinions of the graduates about their schooling, and more specific information from those who were engaged in farming. Some of the results of the study were the following: (1) about 40 percent of the vocational agriculture program graduates were employed in agricultural occupations; (2) younger graduates of either type of program were much more likely than older graduates to be employed in private enterprises, whereas older graduates tended to work for the government; (3) four times as many older graduates in vocational agriculture were in nonfarming positions than were younger graduates; (4) about two-thirds of the respondents indicated that the vocational agriculture program was not helpful in getting their first job; (5) more than 20 percent of the 1984 graduates of technical agriculture institutes attended another college or university after graduation; (6) about one-third of the older graduates and 46 percent of the recent graduates of the vocational programs were engaged in farming; and (7) very few of the technical institute graduates were farmers. Recommendations were made for improvement in all areas of agricultural education. (Three appendixes contain tables of data from the research and the survey forms. The document is written in English and Chinese.) (KC)

ED 337 620 CE 059 215

Introductory materials include a scope and sequence and lists of suggested textbooks, resource books, software, audiovisuals, and magazines. Eleven units are divided into these four sections: introduction, computer hardware utilization, program development, and data storage. Each section begins with a list of the specific essential elements. Components of each unit include all or most of the following: (1) the objective page with section and unit titles, essential elements, suggested number of hours, unit objective, student competencies, focus, domains, and basic skills statements; (2) content outline; (3) suggested teacher activities, consisting of general teacher preparation, teacher presentation, reteach activities, and specific teaching activities; (4) handouts; (5) activity and competency test matrices that list which domains and basic skills the activities and competency test parts cover; (6) competency tests; (7) answers to activities and competency tests; and (8) competency checklist. The following student information is provided for most units: unit objective and student competencies, terminology, overview, and activities. Appendixes include reference addresses, course descriptions, office education essential elements, suggested equipment list, lesson plan development, course competency checklist, and suggested modifications for students with special needs. (YLB)

ED 337 638 CE 059 273

Patton, Jan
Business Computer Programming II Curriculum Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 88
NOTE- 414p.; For volume I, see CE 059 272.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; College School Cooperation; Competency Based Education; *Computer Science Education; *Computer Software Development; *Computer Software Evaluation; Computer System Design; Curriculum Guides; High Schools; Learning Activities; *Office Occupations Education; *Programing; Systems Analysis; *Systems Development; Tests; Units of Study

This curriculum guide is designed to provide students in grades 11-12 with advanced business computer programming background and skills that will transfer through the 2 2 2 to community colleges participating within Texas and later to four-year participating colleges and universities. Introductory pages list procedures for using the guide; essential elements for all vocational programs, for office education, and for this guide; a suggested scope and sequence; and suggested resources. The guide is divided into 11 units that are correlated with the essential elements for business computer programming II. Units are grouped into five sections that contain the essential elements, suggested unit lesson plans, answer sheets, and terminology for the units within the section. Each unit contains the following: objectives for both the units and the student; generalization; unit overview; activity sheets; competency tests; and proficiency checklists. Sections (and units) are as follows: (1) system development process (system analysis and design, system development, implementation, user documentation); (2) documentation and maintenance (documentation, program maintenance); (3) structured programming (program specification and development cycle, program design, coding, operating systems environment); and (4)

DESCRIPTORS- *Academic Achievement; *Adult Basic Education; Basic Skills; Educational Background; Educational Legislation; *Employment Programs; English (Second Language); Functional Literacy; Listening Comprehension; Mathematics Skills; *Participant Characteristics; Reading Comprehension; Refugees; *Skill Development; State Legislation; Student Evaluation; *Welfare Recipients
IDENTIFIERS- California; *Greater Avenues for Independence

Demographic and educational data were gathered from July 1986 through April 1989 for approximately 121,504 participants in Greater Avenues for Independence (GAIN) from all 58 counties in California that have implemented GAIN. Instrumentation was the GAIN Appraisal Program, three tests developed to provide an initial appraisal of participants' level of skill development in basic reading comprehension, basic mathematics computation, and listening comprehension. Major findings regarding demographic characteristics were as follows: (1) females outnumbered males, 58 percent to 42 percent; (2) approximately 45 percent were Caucasian, 26 percent were Hispanic, and 15 percent were Black; (3) approximately 84 percent were under the age of 40; (4) English was the native language of approximately 82 percent; (5) the average number of years of education was 10.8; and (6) approximately 45 percent reported having a high school diploma or its equivalent. Findings related to test score performance included the following: (1) almost 87 percent scored above a functional competency level on the GAIN Appraisal Reading Test; (2) 57 percent performed above a functional competency level on the Math Test; and (3) 82 percent achieved scores indicating less than a functional level of competency. Of the available data for Aid to Families with Dependent Children participant categories, 81 percent were mandatory participants and 19 percent were voluntary. (Appendixes include English-as-a-Second-language data.) (YLB)

ED 337 658 CE 059 320

Breslauer, Ardis; And Others
Guidance and Motivation for JOBS/GAIN Participants. Revised.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 91
NOTE- 113p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Students; Assertiveness; Basic Skills; Career Education; *Career Guidance; Career Planning; Check Lists; Community Resources; Decision Making; Educational Legislation; Employment Interviews; *Employment Potential; Employment Programs; Functional Literacy; *Job Skills; Job Training; Learning Activities; *Motivation; Motivation Techniques; Orientation; Refugees; Self Esteem; Self Evaluation (Groups); Skill Development; State Legislation; Student Evaluation; Time Management; Vocational Education; Vocational Maturity; *Welfare Recipients
IDENTIFIERS- California; *Greater Avenues for Independence; *Job Opportunities and Basic Skills Program

This guide gives educational service providers materials and resources to increase motivation and address other barriers that hinder the progress toward self-sufficiency of participants in Job Opportunities and Basic Skills/Greater course outlines for grades 9-14; (7) a list of secondary reference materials keyed to courses; (8) a line drawing of recommended secondary facilities; (9) a list of recommended tools/equipment and estimated costs; (10) a competency profile; (11) an example of the student monitoring and follow-up system; (12) career ladder information; (13) recommended teacher approval criteria; and (14) a sample articulation agreement. (KC)

ED 337 677 CE 059 351

Retail Florist Management. 2 2 Articulated Curriculum in Agricultural Technology: First Year Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- Jun 90
NOTE- 304p.; For curriculums in this series, see CE 059 349-352.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; *Articulation (Education); *Business Administration; Career Development; *Competence; Competency Based Education; Course Content; Educational Objectives; Entry Workers; *Floriculture; High Schools; Job Skills; Occupational Information; State Curriculum Guides; Two Year Colleges; Units of Study; Vocational Education
IDENTIFIERS- Texas

This guide is for an articulated two-year high school, two-year college curriculum for florist management developed by two postsecondary and five secondary institutions and representatives of the private sector in Texas. The guide includes the following: (1) a brief description of the occupation of retail florist manager; (2) the basic objective of the curriculum; (3) extensive duty and task lists for retail florist management (including performance objective, standard, materials, enabling objectives, and performance guide for each task); (4) a flowchart showing the recommended secondary and postsecondary course options; (5) recommended student prerequisites including academic courses; (6) basic course outlines for grades 9-14; (7) a list of secondary reference materials keyed to courses; (8) a line drawing of recommended secondary facilities; (9) a list of recommended tools/equipment and estimated costs; (10) a competency profile; (11) an example of the student monitoring and follow-up system; (12) career ladder information; (13) recommended teacher approval criteria; and (14) a sample articulation agreement. (KC)

ED 337 678 CE 059 352

Dairy Products Management. 2 2 2 Articulated Curriculum in Agricultural Technology: First Year Final Report. July 1, 1989-June 30, 1990.
SPONS. AGENCY- Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- 90
NOTE- 354p.; For other curriculums in this series, see CE 059 349-351.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; Career Exploration; *Career Planning; *Educational Planning; Individual Needs; Program Development; Secondary Education; *Vocational Education

The development of a personalized educational plan should be based on career and personal goals formulated and clarified through career exploration experiences. The eighth grade is a decision point at which students need to be aware of blocks of courses that require 4 years to complete; decisions must be confirmed at the 10th-grade level. However, plans should be constantly evaluated and revised. Two factors are especially important to the educational planning process: an integrated program concept, and educational requirements and options. Program planning requires preplanning, review, design, development, and evaluation. Adequate time should be devoted to this process. The personalized education plan is both an evolving and involving process. The experience can help students make better educational decisions that they will find rewarding and satisfying. (KC)

ED 337 695 CE 059 423

Welfare to Work. States Begin JOBS, but Fiscal and Other Problems May Impede Their Progress. Report to the Committee on Finance, U.S. Senate.
PUB DATE- Sep 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Basic Skills; Eligibility; *Employment Programs; Federal Legislation; Federal Programs; Federal State Relationship; *Job Training; Low Income Groups; *Program Implementation; *State Programs; Technical Assistance; Unemployment; *Welfare Recipients; Work Experience; Youth; Youth Employment; Youth Programs
IDENTIFIERS- *Job Opportunities and Basic Skills Program

The General Accounting Office (GAO) reviewed states' implementation of the Job Opportunities and Basic Skills (JOBS) Training Program. GAO studied states' progress in implementing JOBS, decisions about which welfare recipients to serve and what services to provide, views on implementation problems or difficulties, and the nature and extent to which the Department of Health and Human Services (DHHS) provided technical assistance. As of October 1990, all states had established their JOBS programs. States reported they were moving in the new directions indicated by the Congress with a new emphasis on targeting services to long-term and potential long-term recipients of Aid to Families with Dependent Children and with a shift of program emphasis from immediate job placement toward basic skills and long-term education or training. States reported the following difficulties that could reduce the potential of JOBS and slow progress in helping participants avoid long-term welfare dependence: (1) shortages in alternative and basic/remedial education; (2) child care and transportation in short supply; (3) difficulty in scheduling enough participants and having adequate staff to serve the required proportion of individuals; and (4) difficulty in collecting cost data from service providers and identifying

IDENTIFIERS- *Computer Assisted Career Guidance; Computer Assisted Counseling; DISCOVER for Adult Learners; *DISCOVER System

This bibliography contains references to the following computer-assisted career guidance systems: DISCOVER (Mainframe Version); DISCOVER II; DISCOVER for Micros; DISCOVER for Schools; DISCOVER for Adult Learners; DISCOVER for Organizations; DISCOVER for Colleges and Adults; DISCOVER for High Schools; DISCOVER for Junior High and Middle Schools; and DISCOVER for Retirement Planning. The bibliography is divided into five sections: Systems; Theoretical Foundations; Evaluation and Research Reports; Program Descriptions; and Supporting Materials. Citations are from the years 1974-1991. Journal articles, dissertations, conference presentations, and monographs are included. (ABL)

ED 337 714 CG 023 702

Sampson, James P., Jr.; And Others
Computer-Assisted Career Guidance: Ethical Issues Bibliography.
PUB DATE- 26 Sep 91
NOTE- 6p.; For related documents, see CG 023 700-703.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Counseling; *Career Guidance; Computer Oriented Programs; Confidentiality; Counseling Services; Counseling Techniques; Counselor Role; *Ethics; Evaluation Methods; *Standards
IDENTIFIERS- *Computer Assisted Career Guidance; Computer Assisted Counseling

This computer-assisted career guidance bibliography contains citations that address a variety of topics, including confidentiality, counselor intervention, assessment, quality of computer-based information, use of computer-assisted instruction, equality of access to computer applications, and counselor training. The citations are divided into two sections, on ethical standards and ethical issues respectively, both related to using computer applications in counseling, testing, and guidance. Citations are from the years 1966-1991. Journal articles, conference papers, and monographs are included. (ABL)

ED 337 715 CG 023 703

Sampson, James P., Jr.
Computer-Assisted Career Guidance: SIGI PLUS and SIGI Bibliography.
PUB DATE- 26 Sep 91
NOTE- 14p.; For related documents, see CG 023 700-702.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Counseling; *Career Guidance; *Computer Oriented Programs; Computers; Counseling Services; Counseling Techniques; Counselor Role; Research Needs
IDENTIFIERS- Computer Assisted Career Guidance; Computer Assisted Counseling; *System of Interactive Guidance and Info Plus; *System of Interactive Guidance and Information

This computer-assisted career guidance bibliography contains references to the SIGI Plus and SIGI (the System of Interactive Guidance and Information). The bibliography is divided into these sections: Systems; Theoretical Foundations; Evaluation and Research Reports; Program Descriptions; and Supporting

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Drug Education; Elementary Education; *Elementary School Students; *Parent Education; *Parent Participation; Program Effectiveness

The lack of parent involvement in an elementary school's parent drug education programs and related activities was addressed by the implementation of numerous strategies. Objectives included an increase in parent attendance at such programs and in completed and returned parent drug education homework assignments. Assisting in the implementation of selected strategies were students and parents. Students were involved in advertising the programs and in the writing of personal invitations for them. Parent volunteers assisted by making reminder phone calls to parents and by providing incentives to students whose parents were involved. Attendance sheets of parents attending drug education programs and the number of completed and returned parent homework assignments before strategies were implemented were compared to those after implementation. The results indicated increases in both parent attendance in drug education programs and in completed and returned parent homework assignments. Participation in the Drug Education Night for parents increased from 12 to 197 and participation in the Choices and Challenges Parent Drug Education Programs increased from 6 to 16. Parent homework assignments increased from between 32% and 43% to between 64% and 100%. (Author/ABL)

ED 337 735 CG 023 730

White, Jama Leigh
Eating Disorders as Sequelae of Sexual Abuse: A Review of the Literature.
PUB DATE- Sep 91
NOTE- 53p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Anorexia Nervosa; *Bulimia; *Child Abuse; Eating Habits; Family Problems; Females; *Sexual Abuse

The literature regarding the relationship between sexual abuse and eating disorders was reviewed. Overall, women with anorexia and bulimia seem to have similar to slightly higher incidences of childhood sexual abuse than has the general population. At the same times, rates of abuse among eating disordered women, including those who experienced adult sexual trauma, seem comparable to rates of abuse in the general psychiatric population. Other variables have been suggested as influencing the incidence of eating disorders subsequent to sexual abuse. Extrafamilial childhood sexual abuse and physical victimization, including rape and physical abuse, have been suggested as particularly related to bulimia. Parental lack of care and support has been identified as well as a common trait in eating disordered and abusive families. Conclusions are difficult to reach since few controlled studies have been conducted, and those with controls either covered a limited population or had limited statistical analysis. Without controlled studies, comparisons can only be made with percentage rates from different studies which almost invariably use different definitions of sexual abuse or eating disorders in obtaining their data. Such comparisons are therefore only speculative at best. To date the question of whether eating disorders and sexual abuse are related seems yet to be answered abilities. The 2-step think-aloud involved developing a literature-based writing activity and planning a specific writing lesson. Analysis of the transcripts of the think-aloud was guided by an activity design model. Contrasting data from a fourth-grade teacher in an urban school with a substantial number of minority and low-income students and a fourth-grade teacher in a suburban, middle income, largely white school, highlight features of an integrative design process. Results indicated four characteristics of teachers' activity design processes critical in promoting active learning in a diverse classroom: (1) breadth, specificity, and flexibility of teachers' child knowledge; (2) child knowledge plays a central role in constructing the design; (3) designs are starting points for revising instruction and knowledge; and (4) designs provide a framework for assessment of students and the teachers' approaches. (Two initial teacher monologues, the protocols for guiding think-alouds about literature and writing, and 53 references are attached.) (RS)

ED 337 755 CS 010 732

Weaver, Constance
Alternatives in Understanding and Educating Attention-Deficit Students: A Systems-Based Whole Language Perspective. NCTE Concept Paper Series. Concept Paper No. 3.
PUB DATE- 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Disorders; *Educational Strategies; Elementary Secondary Education; Emotional Disturbances; *Hyperactivity; *Systems Approach; Teacher Role; *Whole Language Approach

The prevailing concept of Attention-Deficit Hyperactivity Disorder (ADHD) is a medical one: those exhibiting significant problems in maintaining attention and restraining impulses are said to have a "disorder," which implies some sort of malfunction within the individual. What is needed is a "both/and" perspective: a perspective that simultaneously acknowledges the validity of the social criticisms of the origin and consequences of ADHD, and at the same time acknowledges and attempts to alleviate the very real difficulties of children. A general systems view of ADHD sees causes as multi-dimensional and multi-directional--a view compatible with and contributing to a whole language philosophy. The forthcoming "Diagnostic and Statistical Manual" (version IV) will list the defining characteristics of ADHD under two relatively separate behavioral dimensions: inattention-disorganization, and impulsivity-hyperactivity. It is not easy even for trained clinicians to distinguish ADHD from other problems. Research indicates that medication complemented by cognitive or behavioral therapy is more effective than any of the treatments alone. There are numerous strategies effective in educating ADHD children that reflect a systems perspective by adjusting the environment and environmental demands to meet the needs of students. Because whole language theory reflects a "both/and" stance toward responsibility for learning and a conviction that teachers need to work with children to help them control their behavior, whole language teachers may be particularly effective with ADHD students. (Four figures are included; 55 references and a list of 14 items for further reading are attached.) (RS) thought about doing with her students when she was a graduate student. Now, she hopes to transfer more of the strengths of professional writing to the freshman composition course. Letter writing has been her most frequent solution, because it makes audience and rhetorical situation easy for students to adopt. (PRA)

ED 337 774 CS 213 006

McGinley, William; Kamberelis, George
Transformative or Political Functions of Young Children's Writing.
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- 1 Sep 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; Children; Grade 4; Inner City; Intermediate Grades; *Political Attitudes; Socialization; *Writing (Composition); Writing Research
IDENTIFIERS- *Childrens Writing; Writing Contexts; *Writing Functions

A study drew upon the oral and written texts of four fourth-grade, inner-city children to explore how writing functioned in transformative or political ways. Transformative or political aspects of writing involve the potential restructuring of power relations that exist between the writer and a variety of social or cultural spheres. Several interviews with each child over the school year and analysis of their statements and writings revealed that at times, writing provided the children with a means to make sense of their social worlds. At other times, it served as a vehicle through which they could explore more political terrains--envisioning new social identities and possible worlds for themselves, members of the communities and society. Rosa used writing to externalize difficult emotions and to create openings for new forms of social interaction with her peers that helped her to work through these emotions. Lisa's writing allowed her to understand and affirm her love of family and friends, to savor the experiences of being young, and to explore future societal roles and responsibilities. Anthony often used writing for political purposes--to make personal sense of difficult social problems, as well as to invite others to engage in dialogue that might result in greater understanding of the problems and conflicts apparent in his community and the larger society. Finally, Paul's writing consistently focused on relevant social and political problems that affected people both in his community and beyond. (Twenty-six references are attached.) (Author/PRA)

ED 337 775 CS 213 015

Bishop, Wendy
Writing as Therapy, Writing Teachers as Therapists, WPAs as ?--Underexplored Analogies for Composition.
PUB DATE- Jun 91
NOTE- 19p.; Paper presented at the Annual Writing Program Administrators Conference (Saratoga Springs, NY, June 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Counseling; Counseling Techniques; Creative Writing; Higher Education; Personal

schools. The report describes briefly the 1988 Writing Assessment, construction and scoring, writing tasks, marking procedures, and the teacher questionnaire. It then reports results for grades 4, 8, and 11 separately for each grade level, and outlines recommendations. The report is one of a series of reports on writing assessment in regular English, French Immersion, and Franco-Manitoban programs. (SR)

ED 337 794 CS 213 051

Maurice, Lucille; And Others
Manitoba Writing Assessment 1988. Franco-Manitoban Schools. Final Report.
PUB DATE- Mar 91
NOTE- 138p.; For a summary report, see CS 213 050; for other documents in the three series which comprise this assessment, see CS 213 046-050.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); *English Instruction; Foreign Countries; Grade 4; Grade 8; Grade 11; Language Arts; Student Evaluation; *Writing Achievement; *Writing Evaluation
IDENTIFIERS- *Francophone Education (Canada); *Manitoba

This final report is the second of three reports (Preliminary, Final, and Summary) of the findings of the 1988 Provincial Writing Assessment in Manitoba, Canada for grades 4, 8, and 11 of Franco-Manitoban schools. It contains an overview of the purposes, procedures, and a detailed presentation of the findings and recommendations of the Writing Assessment 1988. The report's seven chapters are as follows: (1) Introduction (discussing English language arts curriculum in "francais" schools--where English is a second language for students); (2) Purposes and Procedures of the Test; (3) Grade 4 Results; (4) Grade 8 Results; (5) Grade 11 Results; (6) Teacher Questionnaire; and (7) Findings and Recommendations. The report is one of a series of reports on English writing assessment in regular English, French Immersion, and Franco-Manitoban (where English is a second language for students) programs. Two bibliographies totaling 22 items are included. An appendix containing the results of teacher surveys at all grade levels is attached. (SR)

ED 337 795 CS 213 052

Barry, Martha H.; And Others
Poetry and Science: The Dynamic Duo.
PUB DATE- 10 May 91
NOTE- 18p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991). Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Writing; Elementary Secondary Education; Instructional Innovation; Language Role; *Poetry; *Science Instruction; Writing Assignments
IDENTIFIERS- South Carolina Basic Skills Assessment Program

Suggesting combining poetry and science learning, this collection of materials maintains that the natural intersection of science actively involved in determining these ends. (Twelve footnotes are included.) (RS)

ED 337 814 CS 213 091

Croft, Cedric
My Words: An Aid to Writing and Spelling in Junior Classes.
PUB DATE- 89
NOTE- 37p.; For related documents, see ED 326 893-94.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; Foreign Countries; Handwriting; Letters (Alphabet); *Spelling Instruction; Workbooks
IDENTIFIERS- Maori (Language); New Zealand

Developed as a forerunner to "Spell-Write: An Aid to Writing, Spelling, and Word Study," this student workbook includes words starting with each letter of the alphabet and spaces for students' words. The workbook also presents words related to 13 topics (including "colours," "numbers," and "my family") using both English and Maori words. (RS)

ED 337 815 CS 507 481

Gutenko, Gregory
Implementing the Study of Multicultural Aesthetics in Film and Video.
PUB DATE- Jul 90
NOTE- 13p.; Paper presented at the International Colloquium on Communication (12th, Lausanne, Switzerland, July 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aesthetic Values; Course Descriptions; Cultural Context; *Cultural Differences; Film Production; *Film Study; Higher Education; *Multicultural Education
IDENTIFIERS- Haskell Indian Junior College KS; Native Americans

Film and television in the western world are highly stylized and culturally specific products. A course on multicultural aesthetics in film and video should introduce the student to perceptual alternatives in film and television use. Some of these alternatives can be derived from three well-established areas of film/television study: the representational/reproductive cinema; non-European film and video; and experimental film and video. This proposed course design for multicultural aesthetics in film and video is highly influenced by the work of Sol Worth and John Adair (1966). Basic production courses are recommended prerequisites, since media production exercises are an essential part of the course design. A fundamental premise of this course is that for a Native American student, who might be attending the Haskell Indian Junior College in Lawrence, Kansas, the "Standard Average European" (SAE) media concept may be the alien concept, and somewhere in the non-SAE perspectives may be the appropriate "Standard Native American" concept. Production exercises on videotape should be carried out using consumer grade camera/recorder combinations to minimize devoting attention to technical operations and to allow emphasis on application. The course content of multicultural aesthetics in film and video should be fundamentally directed towards

DESCRIPTORS- *Communication Skills; Faculty Development; Higher Education; Program Content; *Program Design; *Program Development; Program Evaluation; *Speech Communication
IDENTIFIERS- *Oral Communication across the Curriculum; Radford University VA

This paper presents materials from a workshop which explored the application of oral communication across the curriculum (OCXC) to enhance the learning of course content and the improvement of oral communication skills. Specifically, the paper aims to prepare participants to articulate the need for oral communication across the curriculum, understand the types of services offered through OCXC programs, implement program assessment methods, and explore interactive video resources and development in oral communication training. The paper contains the following sections: objectives for the workshop; an overview of OCXC programs in post secondary institutions; OCXC and learning of course content; OCXC and oral communication skill development; types of oral communication training offered through OCXC; communication-intensive courses; the oral communication lab; campus workshops; faculty retreats; developing instructional materials; training student tutors; administrative support; faculty support university-wide; departmental support; publicizing OCXC; the need for assessment; types of assessment; assessment results; interactive video instruction; and the need for a national clearinghouse for sharing instructional materials. The paper also contains an annotated bibliography, a description of Radford University's oral communication program, instructions for teaching Communication-Intensive (C-I) courses, a sponsorship application form for C-I courses, a C-I course activity, the oral communication component of a personal health course, a list of support facilities, a 'debating to learn' handout, a description of a faculty development retreat, information on student assistance, advice on planning and publicizing OCXC programs, 1 table of assessment data, information on interactive video, and some recommendations and observations. Forty-five references are attached. (PRA)

ED 337 835 CS 507 614

Bowden, Onlee L.
Filmmaking in the Classroom: A Backstage Approach to Learning.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Communication; *Film Production; Group Discussion; Group Dynamics; Higher Education; Instructional Innovation; Interpersonal Communication; Speech Communication
IDENTIFIERS- *Collaborative Learning

Using film making in the classroom can bring to life concepts that may seem abstract and offer thinking as well as decision making skills to the participants. To achieve this objective, a small group communication class was asked to make a movie about creativity. The 3-week project resulted in the writing, directing, filming, and editing of a movie titled "Recreating Creation" or "A Funny Thing Happened on the Way to Creation." The first week of the project was spent discussing the concepts development of alternative institutions, such as a diverse and voluntary national youth service, must be considered. Chapter 2 defines a national youth service as the manifestation of mutual responsibility between the nation and its young people and describes new roles and responsibilities for formal education, citizenship, the public and private sectors, and volunteerism. Responses to the papers presented in the first two chapters are offered in the third chapter, which reviews changes in youth service since 1988, establishes essential aspects of national youth service, and discusses ways to increase public involvement. A unanimous conclusion is that youth service is needed as a democratic, nationwide institution. References accompany each chapter. Appendices include a list of conference participants and a bibliographical essay. (LMI)

ED 337 856 EA 023 364

Levin, Henry M.
Building School Capacity for Effective Teacher Empowerment: Applications to Elementary Schools with At-Risk Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Elementary Education; *High Risk Students; Organizational Effectiveness; *Participative Decision Making; *School Based Management; School Effectiveness; *Teacher Participation; Teacher Role

The move toward teacher empowerment in elementary schools with at-risk student populations is explored in this paper. Progress in addressing the needs of all students, especially those at risk, depends upon implementing teacher empowerment through participative decision-making. Methodology is based on experiences of the Accelerated Schools Program at Stanford University, which developed accelerated schools for at-risk students in five states, and a literature review on organizational effectiveness. The introduction examines issues of responsibility for educational decisions and their consequences as viewed by teachers, administrators, and parents in schools attended by at-risk students. A conclusion is that many crucial decisions regarding curriculum, instructional strategies, materials, personnel selection, and resource allocation should be made by school staff at the site level, supplemented by student and parental participation. The second part reviews research on the relationship between participative decision making and organizational effectiveness in nonschool organizations. The third part offers a design for building the capacity of schools and districts based on site-based decision making strategies, focusing on the accelerated schools concept, unity of purpose, teacher empowerment and support, and accountability. The concluding section concerns roles and responsibilities of all actors in the school scenario, with emphasis on district and school goals and the need for specificity, implementation of plans, various levels of assessment, consequences of success or failure, and importance of structure. (64 references) (LMI)

ED 337 857 EA 023 365

Lichtenstein, Gary; And Others
Teacher Empowerment and Professional Knowledge. CPRE Research

DESCRIPTORS- *Corporate Support; *Educational Change; Elementary Secondary Education; *Public Schools; *School Business Relationship; School District Autonomy; School Effectiveness; School Organization; *School Restructuring
IDENTIFIERS- *Partnerships in Education

Prepared as background for participants in an exploratory conference, this paper examines whether school-business partnerships and other forms of business assistance are contributing to fundamental change and reform, in the education system. Five questions are investigated. (1) How are businesses currently working with public education? The four categories of involvement described are adopt-a-school programs, school improvement and support initiatives, employability initiatives for disadvantaged youth, and advocacy for public education. (2) To what extent has business involvement improved or changed the public schools? Outlined are the benefits to students, to education personnel, and to public education in general. (3) What additional changes or reforms are needed in public education? Redesigning local schools, professionalization of teachers, accountability, and strengthening efforts to serve at-risk students are detailed. (4) What role can business play in bringing about the needed changes and reforms? Changing aspects of existing structure and support for initiatives to address the needs of the disadvantaged are explored. (5) What can be done to encourage and support business to become more active and effective in bringing about needed changes and reforms? Six suggestions are given including education of local business leaders and conducting joint meetings among business, education and political leaders. Information on the Institute for Educational Leadership is appended. (RR)

ED 337 878 EA 023 404

Lewis, Anne
Getting Down to Business: Next Steps in School Business Partnerships. A Report on an Exploratory Conference (Washington, DC, February 24, 1988). Supporting Leaders for Tomorrow, Occasional Paper #2.
PUB DATE- 88
NOTE- 19p.; For occasional paper #1, see EA 023 403; for other titles in this series, see EA 023 405 and EA 023 408-415.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Corporate Support; *Educational Change; Elementary Secondary Education; Public Schools; *School Business Relationship; School District Autonomy; School Effectiveness; School Organization; *School Restructuring
IDENTIFIERS- *Partnerships in Education

This paper, which provides a summary of an exploratory conference on school-business partnerships, relies heavily on a background paper for the conference disseminated as Occasional Paper #1. The current status of school-business partnerships is divided into the major categories of adopt-a-school programs, school improvement and support initiatives, job initiatives for disadvantaged youth, and advocacy for public education. Short descriptions and one example is given for each category. Conclusions from an analysis of 9 programs involving school-business partnerships are also provided. Among these conclusions are: that in several instances partnerships have been a catalyst for renewed interest in education and public support for at-risk youth; that partnerships provide youth with direct evidence of the link between education and making a living; and that despite benefits to individual students and

ED 337 899 EA 023 426

A Study of the Impact of Educational Reform on At-Risk Students in Texas: Preliminary Findings.
PUB DATE- 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance; *Educational Change; *Evaluation Methods; Extracurricular Activities; *High Risk Students; High Schools; Public Schools; *School Restructuring
IDENTIFIERS- *Texas

A study was conducted to gain a better understanding of how the term "at-risk" is defined and applied in the schools and to assess the intended and unintended consequences of four policies: attendance, the Texas Educational Assessment of Minimum Skills exit-level examination, the no pass/no play rule, and the driver's license law on at-risk students. The study consists of three components: (1) a longitudinal study of 1,800 identified at-risk students who participate in extracurricular activities in 50 school districts; (2) a case study of eight high schools; and (3) a statewide survey of high school principals' perceptions of the effects of the four policies. Chapters take up such topics as determining the problem, reform actions in Texas, methodology of the study, establishing dropout statistics, and risk identification practices. A general discussion addresses the concept of at-risk as operationalized in the schools, whose problem it is, and whether an increase in resources would make a difference. Appended is a list of the school districts in the study, the evaluation strategy, the characteristics of high schools, the relative frequency of use of criteria for the identification of at-risk students, a grounded model of students' relative risk, and six other statistical appendices relating to the four policies. (RR)

ED 337 900 EA 023 427

Quality, Equity, Accountability: Long-Range Plan for Public Education, 1991-1995.
PUB DATE- 91
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Curriculum Development; *Educational Equity (Finance); *Educational Quality; Elementary Secondary Education; Evaluation Methods; Evaluation Research; *Long Range Planning; *Public Schools; Research and Development; School Business Relationship; *School Organization
IDENTIFIERS- *Texas

In 1989, the Texas State Board of Education undertook the responsibility for developing a 4-year plan and for establishing a vision for education that extends into the next century. This document contains the goals for education established by the 71st Texas legislature. The mission of public education in Texas is for it to be characterized by quality, equity, and accountability. Policymakers envision a state whose first priority is children. To meet the challenges, the board established nine general goals. These fall under the

ED 337 922 EC 300 664

Infant Mortality Review: Project Abstracts, Meeting Proceedings, and Product Information.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.

PUB DATE- 91

NOTE- 57p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Case Records; Child Health; Congenital Impairments; *Data Analysis; Disease Incidence; Federal Programs; Health Promotion; *Infant Mortality; *Infants; Intervention; *Mortality Rate; Perinatal Influences; Premature Infants; *Prevention; Public Policy; Recordkeeping; Records (Forms); Special Health Problems

This publication includes proceedings from a fall 1989 meeting attended by representatives of projects funded by the Maternal and Child Health Bureau of the U.S. Public Health Service as part of its infant mortality reduction initiative. It also contains abstracts describing the funded projects and a list of products available to others interested in implementing infant mortality review. The proceedings section offers summaries of presentations and discussion concerning the Infant Mortality Review Team, record abstraction, parent interviews, data analysis and utilization, and institutionalizing infant mortality review. Twelve projects are described, including projects in Alaska, Arkansas, Connecticut, District of Columbia, Indiana, Kansas, Massachusetts, New York, South Carolina, and Utah. Each project abstract describes the target infant mortality problem, goals and objectives, methodology, and evaluation. Product information is supplied for infant mortality review interview forms, manuals, record abstraction forms, a slide set, and a bibliography. (JDD)

ED 337 923 EC 300 665

Krauss, Marty Wyngaarden

Theoretical Issues in Family Research.

PUB DATE- 21 May 91

NOTE- 10p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (115th, Washington, DC, May 19-23, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Behavioral Science Research; *Child Rearing; Coping; Ecological Factors; *Family Environment; Family Problems; Family Programs; *Mental Retardation; Models; Mothers; Parent Attitudes; Research Problems; Stress Variables; *Trend Analysis

This presentation describes research on families with mentally retarded children, focusing on trends since 1983, the year that family research issues were reconceptualized in a paper titled "A Model of Stress, Coping, and Family Ecology" by Keith Crnic and others. The trend analysis concentrates on four issues: (1) the magnitude of the impact of the child's disability on the

for career education, and a sample eye report form. (DB)

ED 337 943 EC 300 685

Bullock, Charles C.; And Others
The Wake Leisure Education Program: An Integral Part of Special Education. A Facilitator's Manual Containing Field-Tested Leisure Education Curriculum Materials.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum; *Disabilities; Individualized Programs; *Leisure Education; *Program Development; Program Effectiveness; Program Implementation; Recreation; Secondary Education; Self Concept; Teaching Methods

This guide describes how to set up, implement, and evaluate an individualized leisure education program for secondary school students with disabilities. Field testing of the program found that students who participated in the program were more independent in their leisure and had a smoother post-school adjustment. After an introduction, an overview of the program covers purpose; staffing; administration; inservice; legal liability; curriculum themes; setting up the program; suggestions for working with parents, teachers, and students; and implementation strategies. The curriculum itself is then presented with 10 units covering the following areas: leisure awareness; self-awareness in leisure; leisure opportunities; community resource awareness; barriers; personal resources--responsibility; planning; planning an outing; going on an outing; and evaluating the outing. Provided for each unit is a goal, objectives, a session outline, suggested materials, and teaching recommendations. Also included are various leisure education materials and handouts including a leisure time clock, planning forms, an exercise guide, and leisure reminders. Among the appendixes are a list of related services under Public Law 101-476, a summary of results from the evaluation study, an example of inclusion of leisure education on a student's Individualized Education Plan, a leisure education contract, assessment guides, and a "Parents' Guide to the Student's Leisure Notebook". (DB)

ED 337 944 EC 300 686

Guarneri, Gina, Ed.; And Others
Team Assessment in Early Childhood Special Education: A Trainer's Resource Guide. Second Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 88
NOTE- 190p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Clinical Diagnosis; Cultural Differences;

of Advanced Study level (30 credit hours). The training program prepared students to provide individualized, family-centered intervention services for newborns and infants who are at-risk or experience identified disabilities and their families; to implement individualized, family-centered services across hospital, home, and community settings; and to work with other agencies and disciplines to establish, coordinate, and evaluate comprehensive, interagency, interdisciplinary, early intervention service delivery systems with Vermont's rural communities. This final report describes practicum experiences, coursework, project accomplishments, and impact of training program activities beyond the university setting. A practicum manual is included in an appendix; this manual contains information about practicum sites, confidentiality agreements and other agreements, outlines for several practicum activities, grading procedures and evaluations, and an individual planning and progress chart. Other appendices contain sample program evaluation forms, consultation experience and family-based practicum outlines, and early intervention specialist competencies. (JDD)

ED 337 964   EC 300 706

Malouf, David B.; And Others
Evaluation of Instructional Model Applied to Functional Math. Project on Effective Computer Instruction for Effective Special Education, Prince George's County Public Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 90
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Diagnostic Teaching; *Disabilities; *Instructional Effectiveness; Integrated Activities; Junior High Schools; Mathematics Achievement; *Mathematics Instruction; Mathematics Tests; Middle Schools; Minimum Competency Testing; Models; Student Attitudes; Teacher Attitudes

This study evaluated an instructional model entitled "Integrating Computer Software into the Functional Mathematics Curriculum: A Diagnostic Approach," which was intended to prepare middle-school special education students for the Maryland Functional Mathematics Test. The model consisted of eight major components: pretests/posttests, diagnostic evaluations, domain directories, software matrix, software summaries, skill sheets, computer software, and miscellaneous materials. The model was evaluated by comparing math performance and attitudes of students who received instruction based on the model with those of matched control students, and by conducting interviews with teachers using the model. Analysis of scores of 26 experimental and 26 comparison subjects on the 9th-grade Maryland Functional Mathematics Test indicated that 27% of experimental subjects passed the test, while 12% of the comparison students passed. Interviews with 17 teachers indicated that teachers felt that their students benefited from the model. Scores on the attitude test were not correlated with posttest scores, time on the computer, or other factors under consideration except gender. Appendices contain a description of the model components, a data recording form, copies of measurement instruments, a reliability analysis of measurement instruments, and a report of interview responses. (JDD)

Means, Bob L.
Job Application Training.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 141p.; For a related document, see ED 313 875. Sample application forms include handwriting.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; Adults; *Disabilities; Employment Potential; Intervention; *Job Application; Records (Forms); *Training; Vocational Evaluation

This job application training package was developed as part of a comprehensive employability assessment and intervention program. The package is designed to train participants who have significant deficits in completing job applications but have basic reading and writing skills. The training package prepares participants to make a favorable impression with their job application form. Primary areas addressed in the training are: (1) understanding the employer's point of view; (2) using information to create a positive response; (3) delivery considerations such as neatness, spelling, and completeness; and (4) special considerations relative to disability presentation. The package contains sections on basic personal information, education/training/skills, employment history, physical record, and references. Participants assess their related strengths and deficits, plan activities that will improve their job application performance, and prepare a personal data sheet. Participants are involved in the scoring of others' application forms and have numerous opportunities to upgrade their job application presentations. The small group training is based on a fantasy game and is felt to be entertaining for participants. An appendix contains sample forms and examples of completed forms. (JDD)

ED 337 985 EC 300 727

Traumatic Brain Injuries. Guidelines Paper.
PUB DATE- Mar 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Educational Practices; Elementary Secondary Education; *Head Injuries; Health Services; Incidence; *Intervention; *Program Development; *Rehabilitation; Resources; Teaching Methods
IDENTIFIERS- Colorado

This paper on traumatic brain injuries begins with statistics on the incidence of the disorder, especially as they relate to Colorado. Traumatic brain injury is then defined, and problems caused by traumatic brain injury are discussed. The components of effective programming for students with traumatic brain injuries are described, followed by the implications for schools at the district level, the building level, the classroom level, and the personal service provider level.

assessment and evaluation, equipment loan, product demonstration, or information services. The third resource is on augmentative communication for assistive devices and lists 48 resources. The fourth inventory lists 47 early childhood resources and the fifth lists 25 national information service providers. Twenty-eight sources of information about hardware and software products available for use in special education are listed next. Codes indicate the type of product information available from each source. The 16 rehabilitation engineering centers are listed in the seventh inventory followed by recipients of 22 state grants to develop consumer responsive, statewide systems of assistive technology services for individuals with disabilities. The ninth inventory covers 32 university-based technology training programs (coded by type of program, type of training, and topics covered in training). The last inventory lists 28 resources for the visually impaired. (DB)

ED 338 005 EC 300 747

Behrmann, June, Ed.; And Others
The Marketplace: Report on Technology in Special Education. Volumes 2-4, Winter 1989-Fall 1991.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 35p.; For Volume 1, see ED 309 604.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Accessibility (for Disabled); Demography; *Disabilities; *Educational Technology; Elementary Secondary Education; Federal Legislation; Marketing; Multimedia Instruction; Publishing Industry; Research and Development; *Special Education; *Technology Transfer; Theory Practice Relationship; Trend Analysis
IDENTIFIERS- *Center for Special Education Technology VA; Technology Related Assistance Individ Disabil Act

This document consists of seven newsletter issues containing the 3 year period 1989-1991. Major articles during this period have the following titles: "Special Educators Probe Promises and Pitfalls of Multimedia Today"; "NASA (National Aeronautics and Space Administration) Developed Technology for Students with Disabilities"; "Trends '89: Hardware Design Characteristics"; "Special Edition: Public Law 100-407 (the Technology-Related Assistance for Individuals with Disabilities Act of 1988)"; "Conference Summary on Advancing the Use of Technology: The Research/Practice Connection"; "Research Highlights on Technology Integration"; "Publishers/Producers: An Important Link to Technology Training"; "Update: 1990 Demographic Data." (DB)

ED 338 006 EC 300 748

Funding Technology Programs and Devices and Funding Technology Products and Services. Selected Readings.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

some issues in professional development are discussed in the final chapter. A 45-item bibliography is included. (MSE)

ED 338 026 FL 019 598

Hebert, Yvonne
Etude nationale sur les programmes de francais de base: Le syllabus formation langagiere generale (National Core French Study: General Language Education).
PUB DATE- 90
NOTE- 119p.; For related documents, see FL 019 595-600.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Curriculum Design; Elementary Secondary Education; Foreign Countries; *French; *Language Attitudes; Language Teachers; National Surveys; Second Language Learning; *Second Language Programs; Student Evaluation; Teacher Education
IDENTIFIERS- *Canada

The National Core French Study had the objectives of defining and developing four syllabuses and assessing their applicability in Core French classes in Canadian elementary and secondary schools. The general language education syllabus discussed here is intended to improve the psychological conditions for second language learning by adding to student sensitivity and objectivity about language and culture, affording greater exposure to and participation in Canada's bilingual and multicultural society, and facilitating active second language learning. Chapters address the following topics: rationale for the syllabus; literature review; general and specific syllabus objectives; considerations for syllabus content; scope and sequence; selection of teaching approaches; student evaluation issues; integration with other syllabuses; and related needs for teacher training. A 202-item bibliography is appended. (MSE)

ED 338 027 FL 019 599

Painchaud, Gisele
Etude nationale sur les programmes de francais de base: Le syllabus langue (National Core French Study: The Language Syllabus).
PUB DATE- 90
NOTE- 122p.; For related documents, see FL 019 595-600.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Curriculum Design; Elementary Secondary Education; Foreign Countries; *French; *Grammar; *Language Skills; Language Teachers; National Surveys; *Second Language Programs; Student Evaluation; Teacher Education
IDENTIFIERS- *Canada

The National Core French Study had the objectives of defining and developing four syllabuses and assessing their applicability in Core French classes in Canadian elementary and secondary schools. The language syllabus presented here is an inventory of the principal language units that the student must acquire to communicate in French in natural language situations. These units are found in two broad categories: discourse and grammar. The report includes discussions of: theoretical justification for the syllabus; related research literature; syllabus objectives and content; scope and sequence; teaching the direct object of a verb if its referent is specified as affected in a specific way in the semantic representation of the verb. Specifically, the study examined whether the principle determines which argument will be encoded as direct object and which as oblique object ("Dan stuffed the hamper with laundry," or "Dan stuffed laundry into the hamper"). Four experiments were conducted with a total of 216 children aged 3.4-9.4 and 72 adults. In each, the subjects were taught novel verbs for actions involving transfer of objects to a surface or container, and were tested on their willingness to encode the figure or ground as the direct object. Results indicate that relatively more figure-object sentences were produced with verbs for which the figure changed location in a particular manner, and more ground-object sentences with verbs in which the ground changes. In addition, it was possible to explain children's absolute preferences, or lack of preferences, for a particular syntax type. It is concluded that a causal relationship holds between verb meaning and verb syntax, as formulated in the linking rule. (MSE)

ED 338 049   FL 019 710

Hall, D. Geoffrey
Acquiring Proper Names for Familiar and Unfamiliar Animate
  Objects: Evidence from Two-Year-Olds.
PUB DATE- Jul 90
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p70-77.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; *Induction; *Language Acquisition; *Language Processing; Language Research; Linguistic Theory; *Nouns; *Semantics; Young Children

Two studies addressed the relative strengths of object kind bias and syntactic knowledge in 2-year-olds' inductions of word meaning. The study looked at children's interpretations of novel proper names for familiar and unfamiliar objects. In each study, 10 children were assigned to each of 2 conditions (familiar and unfamiliar) and shown 2 cats (familiar) or 2 monsters (unfamiliar), similar within each pair except for their dress. One was named, and one was not. The children were told to do something specific with the named object. As predicted, they chose the named object much more often in the "familiar" condition than in the "unfamiliar" condition. Spontaneous comments made by the children were of two types: one referring to the second object as having the same name as the first, indicating an extension of the given name as a common noun; and the other asking the name of the second object, suggesting an extension of the given name as a proper noun. The former was more common in the "unfamiliar" condition, and the latter more common in the "familiar" condition. It is concluded that the first words used for objects are interpreted as referring to object kind, and that object-kind bias is a bias to acquire a lower-level term. (MSE)

ED 338 050   FL 019 711

Hampson, June; Nelson, Katherine
Early Relations between Mother Talk and Language Development:
  Masked and Unmasked.
PUB DATE- Jul 90

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Students; *Career Choice; Career Development; *Career Exploration; Course Content; *Employment Interviews; Interest Inventories; Job Application; Job Search Methods; Learning Activities; Lesson Plans; Personality Assessment; Personality Traits; Resumes (Personal); Self Concept; Units of Study; *Values Clarification
IDENTIFIERS- 353 Project

This guide is designed to be used by counselors or teachers in adult basic education (ABE) classes to help adult students explore possible careers. The guide consists of three parts; part I contains four units that can be used in a four-lesson presentation. The units cover the following topics: self-concept, interests, information, and action planning. Each of the units includes information, suggested activities, expected outcomes, and space for teachers to write notes or questions corresponding to the material. Part II provides information on resume writing; part III covers job interviews. Appendixes contain materials for the learning activities, such as a values auction, job life-line, personal exploration scale, and characteristics of the six Holland personality types: realistic, investigative, artistic, social, enterprising, and conventional. A bibliography lists 16 references. (KC)

ED 337 584 CE 059 055

JTPA 8% Education and Coordination Grant Annual Report for PY 1989-90. Report to the Governor and Wisconsin Jobs Council.
PUB DATE- 90
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; Annual Reports; *Cooperative Programs; *Coordination; Corporate Support; Economic Development; Education Work Relationship; *Federal Aid; Federal Legislation; Illiteracy; Job Skills; *Job Training; Labor Force Development; Literacy Education; Minority Groups; *School Business Relationship; Secondary Education; State Programs; Statewide Planning; Vocational Education; Youth; Youth Problems
IDENTIFIERS- *Job Training Partnership Act 1982; *Wisconsin

Job Training Partnership Act (JTPA) 8 Percent Education and Coordination Grant Funds were intended by Congress to bring education as a full partner into the employment and training system. In Wisconsin, these funds were split equally between the Wisconsin Board of Vocational, Technical, and Adult Education (WBVTAE) and the Department of Public Instruction (DPI). Twenty-eight projects were funded in three JTPA program activities: occupational classroom training, other classroom training, and other training. In response to the 1988-89 Program Plan, the WBVTAE JTPA staff participated in meetings and conducted conferences to give leadership to state and local employment and training activities and to coordinate state and federal resources. Ten projects for occupational skills for targeted populations and three Minority Youth Initiative Programs were funded. In addition, the VTAE districts participated in the original three pilot 1988 Job Centers, and the Literacy 2000 Task Force identified the dimensions of adult illiteracy and recommended strategies to address the problem. Four program priority areas were identified for the 8 percent goals: state communications, employer needs, student needs, faculty and staff needs, community needs, and adequate resources. Results of the following major evaluation activities are reported: site-visit evaluations, sunset review, onsite compliance monitoring, civil rights evaluation, and program completer/employer assessment. Section III presents information on regional planning activities to achieve an integrated delivery system. It focuses on the Quality Work Force Planning model that has been piloted. Appendices depict the Quality Work Force Planning Regions and the planning model. (YLB)

ED 337 602   CE 059 142

Miller, Pamela F.; Brown, Deborah K.
Vocational Ethics: A Supplementary Instructional Packet.
PUB DATE- 90
NOTE- 89p.; For the Teacher's Manual, see ED 288 062.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ethics; Postsecondary Education; Secondary Education; *Values; *Values Clarification; *Values Education; *Vocational Education; *Work Ethic

Designed to be used with the Illinois teacher's manual, "Vocational Ethics: Toward the Developing of an Enabling Work Ethic," this supplementary instructional information contains the following: (1) student worksheets; (2) activities; (3) assessment information; and (4) a Teacher's Trouble Shooter's Guide to enable teachers to check their own teaching practices and performance. Worksheets cover recognizing ethical dilemmas, identifying "stakeholders," brainstorming, and value assessment criteria. Activities teach assertiveness, listening skills, risk-taking, and negotiation skills. The packet also includes an overview of the vocational ethics program and tips on teaching empowerment skills and developing a safe classroom environment. (KC)

ED 337 603   CE 059 143

Career Planning for Adult Probationers: An Educational Resource Handbook for Probation Officers.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jan 89
NOTE- 216p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Career Choice; Career Development; *Career Planning; Community Resources; *Correctional Rehabilitation; *Criminals; Educational Resources; Institutional Cooperation; *Models; Prisoners; *Probationary Period; Probation Officers; Statewide Planning; Teaching Methods; Vocational Evaluation
IDENTIFIERS- *Illinois

This handbook describes strategies for coordinating career planning efforts for adult probationers. The ideas are based on experiences in three field-test sites involved in planning, implementing, and evaluating career planning services for adult probationers in Illinois. These cooperative efforts

Sandiford, Janice R., Ed.
Health Occupations Students of America Handbooks and Procedures Manuals.
PUB DATE- 90
NOTE- 236p.; For related documents, see ED 269 594-595.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Allied Health Occupations Education; High Schools; Leadership Training; Policy; Student Leadership; *Student Organizations; Student Participation; Student Projects
IDENTIFIERS- *Florida; *Health Occupations Students of America

This packet includes a Chapter handbook, an officer's handbook, and a policies and procedures manual for Health Occupations Students of America (HOSA) members. The Chapter handbook is a resource guide for management and leadership development for the Florida Chapter known as the Florida Association, HOSA. The handbook's six chapters provide information on HOSA's philosophy, purposes, emblem, motto, creed, structure, organization, and uniform; role and responsibilities of the chapter advisor; the regional advisor; organizing a school chapter; activities; and awards. Appendixes include checklists, suggested activities, fund raising ideas, and forms. The officer's handbook consists of nine chapters that list duties and responsibilities of the HOSA chapter president, vice president, secretary, treasurer, historian, and parliamentarian. The policies and procedures manual synthesizes the manner in which HOSA conducts the business of its association. Five chapters cover these areas: organizational structure of HOSA, Inc.; organizational structure, Florida Chapter; professional activity and development; financial structure and related activities; and service to members. Appendixes include policies and procedures for the state competitive events program and guidelines for running for state office. (YLB)

ED 337 621   CE 059 224

McKeever, Pam, Comp.
Literacy for the Northern Workplace: A Guide for Practitioners.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Ontario Dept. of Education, Toronto.
PUB DATE- Apr 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Literacy; Basic Skills; *Community Programs; Continuing Education; Daily Living Skills; Educational Opportunities; Foreign Countries; Industrial Training; Job Skills; Labor Force; *Literacy Education; Migration; *Needs Assessment; Occupational Mobility; Older Adults; Promotion (Occupational); Task Analysis; Technological Advancement
IDENTIFIERS- Ontario; *Workplace Literacy

Workplace literacy programs are employer- and/or union-sponsored basic skills upgrading programs for workers and their families. Community-based literacy programs can support workplace program testing (program testing). Appendixes include additional teacher activities, reference and resource addresses, 2 2 2 guidelines, modification for special needs students, an outline of common essential elements for all ofice education programs, and a supplementary unit on the system development process. (YLB)

ED 337 639 CE 059 285

Reneau, Fred; And Others
Catalog of Performance Objectives and Performance Guides for Occupational Therapy Occupations.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 89
NOTE- 330p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrative Organization; *Behavioral Objectives; Clinical Diagnosis; Communication Skills; *Competency Based Education; Continuing Education; Job Analysis; Occupational Information; *Occupational Therapy; *Occupational Therapy Assistants; Patient Education; Program Development; Program Implementation; Task Analysis

This catalog provides a description of duties, tasks, performance objectives, performance guides, and related data in the area of occupational therapy occupations. Seven duties and their performance objectives are covered: (1) performing administrative tasks; (2) communicating information; (3) performing diagnostic measures; (4) planning therapeutic measures; (5) implementing therapeutic measures; (6) providing support services; and (7) continuing education. Each performance objective contains a task, conditions for performance of task, performance guide, and source of standard. In addition to the performance objectives and performance guides, an introduction, definitions of terms, and description, the catalog contains the following appendices: (1) tools, equipment, and work aids; (2) a five-item bibliography--sources of standards; (3) a cross-reference table of duties, tasks, and performance objectives; (4) a 74-item bibliography of state-of-the-art literature; and (5) a catalog development model. (NLA)

ED 337 640 CE 059 286

Reneau, Fred; Hahn, Dave
Catalog of Performance Objectives and Performance Guides for Physical Therapy Occupations.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 89
NOTE- 394p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations; *Behavioral Objectives; Clinical Diagnosis; *Competency Based Education; Job Analysis; *Job Performance; Occupational Information; Patients; Physical Therapists; *Physical Therapy; Physical Therapy Aides; Task Analysis

This catalog provides a worker-based description of duties, tasks, performance objectives and guides, and related data for

Avenues for Independence (JOBS/GAIN) programs. Section 1 contains an explanation and sample of the Comprehensive Adult Student Assessment System (CASAS) Curriculum Index and Matrix. The index contains suggested competency areas and related materials that infuse motivation and guidance activities into the basic skill instructional program. A complete list of the CASAS Competencies for Employability are included. Section 2 has two parts: (1) instructional strategies and suggestions to address low self-esteem and lack of assertiveness; and and (2) student materials. Section 3 contains the Employability Competency System Pre-Employment and Work Maturity Checklists along with directions for their use in the classroom or Job Club/job search. Section 4 lists community services most often needed by students. Suggestions are made for local adaptations. Section 5 provides a sample JOBS/GAIN student handbook that presents school information in an easy-to-read format. Section 6 is a program self-evaluation process. It consists of several checklists that facilitate a review of a program's current services and identify recommendations for modification and improvements. It may be used as a needs evaluation and as a means of planning follow-up technical assistance. A motivation bibliography lists eight references. (YLB)

ED 337 659 CE 059 321

Simon, June; And Others
San Diego County Literacy Report.
SPONS. AGENCY- United Way, San Diego, CA.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Databases; Females; Hispanic Americans; Literacy Education; Males; *Participant Characteristics; *Reading Achievement; *Student Evaluation
IDENTIFIERS- *California (San Diego County); *Comprehensive Adult Student Assessment System

The Comprehensive Adult Student Assessment System (CASAS) database for San Diego County reported in this document includes demographic and reading appraisal data collected during 15 months through April 1990 for more than 60,000 students in 6 diverse programs. Some of the findings resulting from analysis of the database include the following: (1) the San Diego County program population is 55 percent female, 45 percent male, with approximately 85 percent of the participants in the programs aged 39 years or younger; (2) nearly all the participants in one program are Hispanic, but in the other programs more than one-third of the participants are white, 19 percent black, 13 percent Asian and other, and 32 percent Hispanic; (3) only 17 percent of the participants had completed 13 or more years of school; (4) the mean or average reading scores on CASAS tests was 218 in one program, and 230 in the other programs; and (5) 41 percent of the study population scored below a CASAS 225, which is regarded as passing for literacy. The report includes 18 tables and 37 references. (KC)

ED 337 660 CE 059 322

Araujo e Oliveira, Joao Batista
The Impact of New Work Technologies on Training. Five Case Studies in French Industry. Discussion Paper No. 81.

DESCRIPTORS- Agricultural Education; Agricultural Production; *Animal Husbandry; *Articulation (Education); Business Administration; Career Development; *Competence; Competency Based Education; Course Content; *Dairy Farmers; Educational Objectives; *Farm Management; High Schools; Job Skills; Occupational Information; Off Farm Agricultural Occupations; State Curriculum Guides; Two Year Colleges; Units of Study; Vocational Education
IDENTIFIERS- *Dairy Products; Texas

This guide is for an articulated two-year high school, two-year college curriculum for dairy products management developed by two postsecondary and five secondary institutions and representatives of the private sector in Texas. The guide includes the following: (1) a brief description of the occupation of dairy products manager; (2) the basic objective of the curriculum; (3) extensive duty and task lists for dairy products management (including performance objective, standard, materials, enabling objective, and performance guide for each task); (4) a flowchart showing the recommended secondary and postsecondary course options; (5) recommended student prerequisites including academic courses; (6) basic course outlines for grades 9-14; (7) a list of secondary reference materials keyed to courses; (8) a line drawing of recommended secondary facilities; (9) a list of recommended tools/equipment and estimated costs; (10) a competency profile; (11) an example of the student monitoring and follow-up system; (12) career ladder information; (13) recommended teacher approval criteria; and (14) a sample articulation agreement. (KC)

ED 337 679   CE 059 354

2 2 Electronics Technology. Looking Forward to the Future. A Model Secondary/Post-Secondary 2 2 Program To Prepare Students for Employment.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 90
NOTE- 115p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; College School Cooperation; Competence; Competency Based Education; Course Content; *Curriculum Development; *Electric Circuits; *Electronics; Employers; Labor Needs; Lesson Plans; Postsecondary Education; Program Development; Program Guides; Program Implementation; Secondary Education

This document contains all pertinent information and essential background data necessary to implement the 2 2 electronics program at the high school level. An introduction describes development of the electronics technology 2 2 project that was a joint effort among San Antonio College and Judson, Northside, and North East Independent School Districts (Texas). A section on project design discusses three activities: business survey to ascertain labor needs, site visits to larger employers, and DACUM (Developing a Curriculum) analyses. Information is provided on course description and revised course outline, essential elements, and competencies. Lists of essential elements common to all vocational programs and electronics technology 2 2 essential elements are provided. Recommended high school course selection guides follow. Competencies for 2 2 electronics are listed by the semester in which they receive the most emphasis; college prerequisites are noted. A recommended secondary course outline is provided for

JOBS funds spent on target groups. DHHS provided technical assistance on numerous topics, including participation, targeting, and financial reporting requirements. (YLB)

ED 337 696 CE 059 430

A Guide to Work Based Learning Terms. Definitions and Commentary on Terms for Work Based Learning in Vocational Education and Training.
SPONS. AGENCY- Training Agency, London (England).
PUB DATE- Sep 89
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Accreditation (Institutions); *Certification; Competence; Competency Based Education; Definitions; Delivery Systems; *Educational Objectives; Education Work Relationship; Foreign Countries; Job Skills; *Job Training; Postsecondary Education; *Role of Education; Standards; Student Evaluation; *Teaching Methods; *Vocational Education
IDENTIFIERS- Great Britain

This guide is a developmental document that contains working definitions of terms and commentaries on them. Intended for those working or interested in vocational education and training (VET) at any level, the guide introduces the concepts and terminology associated with work-based learning in VET, offers assistance to readers trying to understand and use some of the new terms and language, and provides a source of background information on origins of some terms. Closely related terms are clustered around three themes that are used as section headings: (1) aims of VET; (2) methods and approaches in new VET; and (3) accreditation--approaches to assessment and certification, including standards and their use. Terms are listed alphabetically. For each term, there is a definition and a commentary. Terms discussed elsewhere in the document are underlined, and their page numbers listed in the alphabetical index at the end of the document. Where the definition is taken from earlier or current literature on VET, the source is cited in the reference list at the back of the document. Appendixes include a list of 139 references, a complete listing of the 30 readings recommended at the end of entries, abbreviations, and alphabetical index of terms. (YLB)

ED 337 697 CE 059 431

School and Industry. IRDAC Opinion.
PUB DATE- 90
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Responsibility; Career Choice; Career Guidance; Career Planning; Cooperation; Corporate Support; Elementary Secondary Education; Foreign Countries; *Industry; Labor Force Development; Labor Needs; Lifelong Learning; *School Business Relationship; Secondary Education; Technological Literacy
IDENTIFIERS- European Community

In 1989, the Industrial Research and Development Advisory Committee (IRDAC) of the European Community established a Working Party on education and training issues relevant to industry. A subgroup on schools and industry identified the

Materials. Citations are from the years 1966-1990. Journal articles, dissertations, conference papers, and monographs are included. (ABL)

ED 337 716 CG 023 711

Position Statements of the American School Counselor Association.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Position Papers; *School Counseling; *School Counselors

Position statements of the American School Counselor Association were prepared for school counselors to assist them in articulating the position of the Association on a variety of issues. The statements included here present the position followed by a brief rationale. The statements have been developed and written by a number of people over the years. They have all been adopted by the Delegate Assembly of the American Counselor Association. Longer background statements are available for most of the statements. The issues in this document include the school counselor and: (1) Acquired Immune Deficiency Syndrome (AIDS); (2) career guidance; (3) censorship; (4) child abuse/neglect prevention; (5) college entrance test preparation programs; (6) confidentiality; (7) counselor/student ratio; (8) credentialing; (9) cross/multicultural counseling; (10) developmental guidance; (11) discipline; (12) dropout prevention; (13) education of the handicapped; (14) endorsement section of the college application; (15) family/parenting education; (16) gifted student programs; (17) group counseling; (18) licensure; (19) migrant students; (20) military recruitment; (21) school counseling paraprofessionals; (22) peer facilitation; (23) school counseling program; (24) sex equity; (25) recognition programs; (26) student rights; (27) students-at-risk; (28) substance abuse counseling; and (29) counselor evaluation. (LLL)

ED 337 717 CG 023 712

Counseling Paints a Bright Future. Student Competencies: A Guide for School Counselors.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Competence; *Counseling Objectives; Educational Needs; Elementary Secondary Education; Individual Needs; Program Development; *School Counseling; *School Counselors; *Student Needs

School counselors are being asked to assume a greater role in the lives of their students and the students' families. The challenges facing counselors and demands on their time will continue to grow during the next decade. School counselors must choose where they spend their time and energy carefully. It will be easy for counselors to engage in quasi-administrative activities rather than child-oriented ones. Given the challenges faced by today's students, counselors must focus on acceptably. (ABL)

ED 337 736 CG 023 731

AIDS and Adolescents. A Resource Listing for Parents and Professionals. Reference Sheet #11.
PUB DATE- Jul 89
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; Annotated Bibliographies; *Parents; *Professional Personnel

A bibliography of materials on Acquired Immune Deficiency Syndrome (AIDS) and adolescents is presented. The first section presents annotations of printed materials. Twenty-five items are listed for adolescents, 9 for parents, and 22 for professionals. The second section presents 12 annotations of videos. The last section describes 12 AIDS information programs. A list of national and regional hotline numbers for AIDS resources is included. (ABL)

ED 337 737 CG 023 732

Educating the Whole Student: The School's Role in the Physical, Intellectual, Social and Emotional Development of Children. Structuring Schools for Student Success.
PUB DATE- 5 Mar 90
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; *Emotional Development; *Humanistic Education; *Individual Development; *Physical Development; Role of Education; *School Role; Secondary School Students; *Social Development

This position paper: identifies key criteria by which school districts and school committees can assess how well they are meeting the physical, emotional, and social needs of children; suggests some specific strategies to accomplish these goals; and lists some promising programs and practices. Sections deal with the following topics: (1) reasons why schools should become involved in the emotional, social, and physical development of children; (2) how schools may foster the physical, intellectual, social, and emotional development of their students; (3) parent involvement; (4) curriculum; (5) staff/student relationships; (6) school structure and policies; (7) staff training; (8) integration of special, bilingual, and occupational education services with regular education; (9) student support services, including school counseling and psychological services, and school health services; (10) coordination of school and community services; and (11) the recommendation that school districts develop comprehensive plans to address the social, physical, emotional, and intellectual growth of their students. The document concludes that with a school plan for the physical, emotional, and social development of children, a school district can more effectively assess its progress in implementing its objectives for social and emotional growth. (ABL)

ED 337 738 CG 023 733

ED 337 756 CS 010 733

Marzano, Robert J.
Changing Classroom Tasks and Interaction Patterns: The "Heart of the Matter" of Restructuring.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Critical Thinking; *Educational Change; Elementary Secondary Education; *Instructional Improvement; *Student Evaluation; *Teacher Role; *Teacher Student Relationship; *Thinking Skills
IDENTIFIERS- *Educational Restructuring; Knowledge Development

At the heart of the matter of restructuring American education is the goal of enhancing students' abilities to process complex content in cognitively sophisticated ways. To accomplish this goal, two sub-goals must be met: infusing knowledge application tasks across the curriculum; and changing the interaction patterns between teachers and students. Knowledge application tasks that reinforce the processing of complex content in cognitively sophisticated ways have certain characteristics. They are production oriented (producing rather than retrieving knowledge), partially specified, multi-dimensional, long-term, and student directed. Infusing these tasks would require restructuring the curriculum from emphasizing covering information to using information and from isolated facts to "big ideas." Infusing these tasks would also require that assessment emphasize the mental processes students engage in while accomplishing the tasks, as well as the products of those mental processes. The role of the teacher needs to be changed from a presenter of information to the teacher as a mediator of learning. The workshop approach is an instructional format that facilitates the one-to-one teacher student interaction important in the teacher as mediator approach. The workshop approach prescribes that the class period should be divided into three components: a mini-lesson, an activity period, and a sharing period. Accomplishing these goals will require changes in current educational practice that cut across curriculum, assessment, and instruction. (A figure listing steps involved in multi-dimensional tasks, a figure containing examples of application tasks useful in a science class, and 27 references are attached.) (RS)

ED 337 757 CS 010 734

Marzano, Robert J.
Integrating High and Low Literacy: A Working Model.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness;

Narratives; *Teacher Education; *Teacher Student Relationship; *Writing Instruction; *Writing Teachers
IDENTIFIERS- Personal Writing; *Writing Therapy

Comparisons of writing instruction to therapy often focus on the teacher and student interaction, yet the analogy is necessarily more extended and complicated. Compositionists should be paying attention to issues of affect and providing teachers and program administrators with a course of study that includes introductions to personality theory, psychoanalytic concepts, and basic counseling, even if such a course of study mainly confirms that there are large differences between a teacher/administrator's and a therapist's roles. Personal experience, tantalizing hints from creative writers, and remarks from students all testify to the personal, therapeutic aspects of writing--while the need to valorize and and define "art writing" (as distinct from what might be called "just writing") seems to make some of its practitioners negate the essential power of creative writing. Writing teachers affect students in a variety of complicated ways, and response pedagogies inevitably elicit powerful responses from students. How do writing teachers respond to journal or essay discussions of suicide, incest, anorexia, and depression? The writing program administrator (WPA) explores and participates in forms of the "talking cure" on multiple levels and from multiple perspectives. It is time to enlarge WPA training by providing new teachers and administrators with an introduction to psychoanalytic theory and the basics of counseling to support them in their necessary work. (Two notes are included; 23 references are attached.) (RS)

ED 337 776 CS 213 016

Holiday, D. Alexander
Street Corner Writing.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Community; *Black Culture; *Black Dialects; *Black Literature; Black Students; Cultural Context; Elementary Secondary Education; Higher Education; *Language Role; *Language Usage; Teacher Education; Urban Language
IDENTIFIERS- Black Writers

The language of Black America is rich and diverse in its utterance, whether through music (Jazz, Blues, Soul, Gospel, and Rap), through street corner "shuckin' 'n jivin'," or through writing. This language is used as a means of survival, of getting from one day to the next. Blacks have developed a system of taking the fewest words and making them mean the most. The use of repetition is an important element of the preaching of black ministers and can become a form of mimesis for the black teacher (or white teachers who wish to adopt it). Black schoolchildren also manipulate the standard forms of English. Blacks are very proficient in negation. Black Dialect is a language supported and encouraged through all facets of the community. It is a language with its own rules, structure, and meaning. The black novelist, poet, dramatist, and essayist have proven, over and over again, that they possess the skills, techniques, knowledge, and fortitude to produce works of art. In teaching black children it is important to be aware of the heroes of black America because, if any teacher is not aware of these heroes, the children are. "Students' Right to Their Own and poetry can be used to stimulate thinking, create interest, and explore new possibilities. The collection includes: (1) the South Carolina Basic Skills Assessment Program's Objectives Reading/Science Match; (2) examples of "shape" poems (cinquain, quintet, parts of speech poems, noun verse, diamante and picture poems); examples of structured poems (name, number, alphabet, couplet, haiku, limerick, quatrain, and tanka; (3) examples of fun poems; and (4) activity sheets to assist students in writing their own poems. A list of 26 resources is attached. (RS)

ED 337 796 CS 213 056

McGregor, Robert; Meiers, Marion
Telling the Whole Story: Assessing Achievement in English.
PUB DATE- 91
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *English Instruction; Foreign Countries; *Student Development; *Student Evaluation; Teacher Developed Materials; *Teaching Methods
IDENTIFIERS- Australia (Victoria)

This book presents a responsive approach to assessment which recognizes and describes students' development, learning and achievement in English. It describes a model for English teaching built on the kinds of contexts, activities, and experiences which most effectively promote the learning of language, learning through language, and learning about language, and in which development can be observed. The book is a resource for all teachers of English from the earliest years of schooling right through to years 11 and 12, and for parents and members of the wider community. Part 1, Assessing Development in English offers a rationale for taking a responsive approach to English assessment, and describes a range of contexts representing the kind of classroom experiences which promote the development of language competence. Part 2, Observing and Describing Development in English, invites readers to look specifically at learning and development in talking and listening, reading, and writing, and identifies a data base of descriptive statements which can be used to focus observation and describe development. Part 3, Recording and Reporting Development, presents practical suggestions for record keeping, developing descriptive profiles, and reporting, and includes many sample formats. The book's 3 sections contain the following chapters: (1) Responsive assessment; (2) The real evidence; (3) The whole context; (4) Talking and listening; (5) Reading; (6) Writing; (7) Observing students at work; (8) Keeping records; and (9) Recognizing development and achievement. In addition, the book contains a conclusion, 27 references, and a 4-page reading list. (PRA)

ED 337 797 CS 213 057

Chapman, Constance
Lessons from the Workplace: Writing and Oral Communication in Three African American Families.
PUB DATE- Mar 91
NOTE- 16p.; Paper presented at the Annual Meeting of the

establishing contrasts between SAE and non-SAE rules of structure, content, and imaging. (A list of suggested reading materials and a list of films and videotapes to be shown in class are included; 21 references are attached.) (RS)

ED 337 816 CS 507 510

Houston, Marsha
Follow Us into Our World: Feminist Scholarship on the Communication of Women of Color.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Tampa, FL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; Cultural Context; Ethnocentrism; Higher Education; *Racial Differences; *Research Methodology; *Research Needs; Sex Differences
IDENTIFIERS- *Feminist Scholarship

In the highly competitive, racist milieu of the academy, even feminist scholars, anxious to advance their own careers, can be lured into ethnocentric research practices that exploit, rather than honor or illumine, the communication of women of color. Before feminist scholars write about such communication, they should seek to answer questions that will enable them to write sensitively, thoughtfully, and respectfully. These questions ask what scholars must know in order to examine and interpret the communicative lives of women of color, and whether they should assume that gender, unlike other aspects of social life, is not shaped by ethnic culture, or that the meanings of manhood and womanhood are separable from being Asian-American or Native American. Most published research on gender and communication (based on the assumptions and processes of traditional, non-feminist research) is characterized by the omission, erasure, or distortion of the experience of women of color. Two strategies for productive research on the communication of women of color are: (1) making women's ethnic culture the central organizing concept for feminist theory and research; and (2) following women of color into their world not just intellectually but physically and emotionally. Feminist scholars can avoid ethnocentrism if they develop theories, research questions, and methods of inquiry that allow the perspectives of women of color to guide the interpretations of their communication. (Fifty references are attached.) (RS)

ED 337 817 CS 507 538

Attias, Bernardo
Power in the Classroom? A Plan for the Destruction of the Universities.
PUB DATE- Apr 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Educational Change; Educational Development; Educational Trends; *Higher Education; Learning Processes; *Power Structure; *Student College Relationship;

to be used in the movie--in this case, the use of creativity in group problem solving. Then, the class was divided into groups to write a script capturing the creative process within groups. When filming began, the students encountered problems making the film, and subsequently it was decided to film a class discussion about creativity instead of the originally conceived plot. This served to place more emphasis on the process rather than the product, and allowed students to showcase what they had learned. Finally, since producing the movie proved to be an enormous job, the following ideas were developed to make such projects more manageable in the future: 1) use broadcasting students to help with filming and editing; 2) use this project in a 3-6 week course rather than a semester-long one so as not to lose momentum; 3) remember that the point is hands-on experience with material being presented in class; 4) let the students make decisions; 5) choose the method of evaluation in advance; and 6) avoid using this project with groups that don't "click" together. (PRA)

ED 337 836 CS 507 615

Bell, John
The Elderly on Television: Changing Stereotypes.
PUB DATE- 27 Jun 91
NOTE- 15p.; Paper presented at the Annual Visual Communication Conference (5th, Breckenridge, CO, June 27-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Discrimination; Audience Awareness; Content Analysis; *Cultural Images; Mass Media Effects; *Older Adults; Popular Culture; *Stereotypes; Television Research
IDENTIFIERS- Population Aging; *Prime Time Television

A study examined the visual presentation of characters on five prime time network dramas, popular with the elderly, which star elderly actors. The title sequences of each show ("Murder, She Wrote," "The Golden Girls," "Matlock," "Jake and the Fatman," and "In the Heat of the Night") were analyzed. Results indicated seven significant interrelated generalizations: the elderly characters were: (1) at the center of the shows; (2) presented as powerful members of the community; (3) affluent; (4) always healthy and physically and socially active; (5) portrayed as mentally active; (6) looked up to and admired; and (7) seen as sexy but not sensual. Findings suggest that although reverse positive stereotypes seem to be prominent, images of patriarchy and the affluent elderly still hold sway on TV. Since the America population is aging rapidly (1 out of every 6 Americans is 60 years and older) mass media scholars should questions whether the images of the elderly on television are appropriate measures of the elderly in society. (RS)

ED 337 837 CS 507 617

Chandler, Daniel Ross
Unitarian Universalism as a Movement.
PUB DATE- 85
NOTE- 56p.; Poor quality type throughout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060),Information Analyses/State-of-

Report Series RR-020.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Knowledge Level; *Participative Decision Making; *Professional Development; School Restructuring; Self Concept; *Teacher Influence; *Teacher Participation
IDENTIFIERS- *California; *Teacher Empowerment; Teacher Knowledge

A view of teacher empowerment based on professional knowledge is presented in this paper. A new definition of "professional knowledge" for teachers is also proposed, based on teachers' knowledge of professional community, educational policy, and subject area. After a year of field study and a literature review of structural, formal, and institution-based efforts to empower teachers it was found that decentralization or enhanced teacher authority did not necessarily lead to teacher empowerment. Research on knowledge-based reforms was then conducted, based on interviews with 30 high school mathematics teachers involved in the Los Angeles and San Francisco projects of the Urban Mathematics Collaborative (UMC). Findings indicate that teachers believe they are empowered in principle and practice and have positive attitudes about teaching. A conclusion is that teachers' development of professionally relevant knowledge is necessary for genuine teacher empowerment. (12 references) (LMI)

ED 337 858 EA 023 368

Ertle, Vicki, Comp.; Gabriel, Roy M., Comp.
Sharing Your Success: Summaries of Successful Programs and Strategies Supporting Drug-Free Schools and Communities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 91
NOTE- 231p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Support; *Curriculum Development; *Drug Education; Elementary Secondary Education; *Parent Participation; *Peer Counseling; *Program Descriptions; School Community Programs
IDENTIFIERS- *Drug Free Schools

Many schools have identified successful strategies for prevention of drug abuse in attempting to make neighborhoods, schools, and communities healthier places to learn. One hundred and four summaries of these programs and practices are given in eight subject categories. First, peer programs describe a variety of ways in which young people help, comfort, empathize with, listen to, and support each other. Second, student assistance programs (including support groups, alternative classes, and adult mentoring programs) focus on not punishing but giving help to youth who may need extra support. Third, community partnerships have citizens join together to work on a process to solve common problems. Fourth, parent programs (family support) use various approaches to encourage parent and family participation. Fifth, comprehensive programs include policies that specifically address prevention and intervention activities rather than just discipline codes. Sixth, county and entire schools, there are clear limits to what local partnerships can do. Participant views of what to do next include the observations that: limited partnerships "do good" locally but do not tackle larger problems; partnerships can evolve into significant efforts; staying power is important; and business leadership must seek substantive change in education within the present governance structure. Initial next steps are then outlined as suggested by conference participants. Information on the Institute for Educational Leadership is appended. (RR)

ED 337 879   EA 023 405

Bednarik, David
Chicago Business Leadership and School Reform. Supporting Leaders for Tomorrow, Occasional Paper #3.
PUB DATE- 88
NOTE- 23p.; For other titles in this series, see EA 023 403-404 and EA 023 408-415.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Corporate Support; *Educational Change; Elementary Secondary Education; Public Schools; *School Business Relationship; School District Autonomy; School Effectiveness; School Organization; *School Restructuring
IDENTIFIERS- *Chicago Public Schools IL; *Partnerships in Education

Chicago's city leaders, unlike other city leaders, are going after fundamental and radical restructuring of the nation's third largest school system, but have found that it is hard to achieve. This paper provides a snapshot of the growing political involvement of Chicago's business leadership with the city's troubled school system. The need for business to become involved in public education is examined, and the hard political lessons learned by business, traditional alliances that didn't work, what reform legislation would do, and proposed new powers for principals are described. Reasons why business got involved include a teacher strike in 1987, dismal annual report cards, and large class sizes. The influence of Republican Governor James Thompson in the process is scrutinized and the unprecedented role of business in the reform process is described. Discussions of the future of the reform bill, the school reform authority, and the optimism of business despite discouragements conclude the main paper. An addendum reviews the highlights of the reform bill that was eventually passed with an effective date of July 1989. The bill establishes school councils, replaces the Board of Education, gives the Chicago School Finance Authority the power to oversee reform legislation, and guarantees jobs to the approximately 200 teachers who lose their positions each year. (RR)

ED 337 880   EA 023 406

Goldberg, Peter
Corporate Advocacy for Public Education. Occasional Paper No. 5.
PUB DATE- Mar 89
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Responsibility; *Corporate Support;

headings of student learning, curriculum and programs, personnel, organization and management, finance, parent responsibility, community and business partnerships, research development and evaluation, and communications. A review of the social and economic conditions of Texas precedes a statistical analysis. For each general goal, specific legislatuve and state goals are listed. An outline describes the action steps to be taken to meet these goals and objectives at the state, regional, and local levels. Procedures for evaluation that form a critical yardstick of achievement in measuring performance are identified. Finally the national goals for education, how the plan was developed, and a compliance statement are given. Several bar graphs are included. (RR)

ED 337 901 EA 023 428

Burke, Jennifer D.
Progress toward Excellence in Education: The Advanced Placement Program in SREB States.
PUB DATE- Oct 89
NOTE- 10p.; Some text in colored ink will not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Acceleration (Education); *Advanced Courses; *Advanced Placement; *Advanced Placement Programs; College Bound Students; Educational Attainment; Elementary Secondary Education; Program Evaluation
IDENTIFIERS- *United States (South)

Outcomes of an Advanced Placement Program that has been implemented in 15 southern states to improve student achievement are examined in this report. The program gives students the opportunity to take college-level courses for college credit, dependent upon passing the Advanced Placement Examination. Following a description of the program and its growth throughout the region, state initiatives that have contributed to its success are described. Analysis of 1988 Advanced Placement Examination scores indicates that three states surpassed the national average, three states surpassed the regional average, and the numbers of minority students passing the examination increased significantly. Steady regional growth of the program suggests that public schools are making measurable progress in improving academic achievement. Three tables and one figure are included. (LMI)

ED 337 902 EA 023 429

Gaines, Gale F.
Educational Goals in SREB States.
PUB DATE- 90
NOTE- 16p.; Table contains small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; *Educational Improvement; *Educational Objectives; *Educational Planning; Educational Quality; Elementary Secondary Education; Excellence in Education; *State Action; *State Legislation
IDENTIFIERS- *United States (South)

An overview of educational goals adopted and legislative actions taken in 12 southern states is provided in this report. Individual states' goals and actions are outlined in terms of family and the resiliency of the family; (2) the increasing level of sophistication and perception concerning the multidimensional mechanisms that account for variation in how families respond to mental retardation; (3) the level of knowledge of how parents and families react, cope, and find resources during the first 5 years of the lives of their disabled children, compared to knowledge of the next 40 or 50 years; and (4) use of the mother as the primary family informant, especially mothers who are white middle class. The paper concludes that professionals need to identify the degree of fulfillment and personal growth that new parents get from their parental experiences, rather than always measuring strains and burdens. (JDD)

ED 337 924 EC 300 666

Schalock, Robert L.
The Concept of Quality of Life in the Lives of Persons with Mental Retardation.
PUB DATE- 22 May 91
NOTE- 40p.; Paper presented at the Annual Meeting of American Association on Mental Retardation (115th, Washington, DC, May 19-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Influences; *Developmental Disabilities; *Evaluation Methods; Intervention; Life Satisfaction; Life Style; Measurement Techniques; *Mental Retardation; Models; *Quality of Life

The concept of quality of life (QOL) has become an important public policy and service delivery issue within the mental retardation/developmental disabilities field. QOL measurement focuses on a number of personal and environmental factors, including independence, productivity, living/residential environment, interpersonal and community relationships, and activity patterns. Three implications of this emphasis on QOL are discussed: cultural factors supporting the QOL concept; the conceptualization and measurement of QOL; and QOL enhancement practices. Cultural factors supporting QOL include values, legal concepts, and the way in which issues are addressed and problems solved. A QOL model is presented, proposing that a person's perceived QOL results from three aspects of life experiences (personal characteristics, objective life conditions, and perception of significant persons about individuals with disabilities) and is reflected in the measured indicators of independence, productivity, community integration, and satisfaction. Quality of life enhancement practices are then discussed, including fostering healthy environments, implementing QOL-oriented services, and fostering natural supports. (44 references) (JDD)

ED 337 925 EC 300 667

Krauss, Marty Wyngaarden
Coping Styles among Mothers of Adults with Mental Retardation.
PUB DATE- 21 May 91
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (115th, Washington, DC, May

*Disabilities; *Evaluation Methods; Family Involvement; *Handicap Identification; Identification; Infants; Inservice Education; Institutes (Training Programs); *Interaction Process Analysis; Interdisciplinary Approach; Observation; *Parent Child Relationship; Play; Preschool Children; Preschool Education; Teamwork; Toddlers

This curriculum is for an intensive 5-day institute in team assessment of young children with disabilities. Each of the eight chapters includes text, training activities, and an annotated bibliography. Sample forms and evaluation guides are appended to relevant chapters. The introductory chapter presents an assessment philosophy and notes implications of differences between assessing school-age and very young children. Chapters address the following topics: "Foundations for a Family Approach to Early Childhood Assessment"; "Development of an Early Childhood Assessment Team"; "Infant-Toddler Assessment--Clinical Procedures and Interpretations"; "Preschool Assessment Clinical Considerations--Procedures and Interpretations"; "Observations of the Play Behavior of Infants and Young Children"; "Foundations for Understanding Parent-Child Interaction"; "Crosscultural Issues in Assessment"; and "Linking Assessment to Program Planning." (DB)

ED 337 945 EC 300 687

Rydell, Laura
The Least Biased Assessment. Implications for Special Education. Crosscultural Special Education Series, Volume 4.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.; California State Univ., Sacramento.
PUB DATE- 90
NOTE- 36p.; For volumes 1-3, see ED 300 977-979.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Checklists; *Cultural Differences; Culture Fair Tests; Data Collection; *Disabilities; Elementary Secondary Education; Eligibility; English (Second Language); *Handicap Identification; Interviews; *Limited English Speaking; Linguistics; Minority Groups; Observation; Special Education; Standardized Tests; *Student Evaluation
IDENTIFIERS- Curriculum Based Assessment

This manual identifies critical factors to consider when conducting a least biased assessment of children from a non-English speaking background. The first section identifies relevant linguistic issues. The second section discusses aspects of English as a Second Language including legal issues, alternative means of assessment, testing without intelligence tests, and nontest-based assessment. Data collection procedures are covered next including observation-based, interview-based, or curriculum-based assessment. The next section gives steps in beginning and conducting a least biased assessment. Briefly discussed are using standardized tests with minority pupils, eligibility for special education, and developing comprehensive assessment reports. Checklists and forms are appended including an initial screening form, an interview guide, eligibility guidelines, suggestions for increasing cultural awareness, and questions which reduce bias. Includes 11 references. (DB)

ED 337 946 EC 300 688

ED 337 965 EC 300 707

Durrant, Joan E.; And Others
Attributions for Social Experiences among Three Behavioral Subgroups of Learning Disabled Children.
SPONS. AGENCY- Medical Research Council of Canada, Ottawa (Ontario).; Ontario Mental Health Foundation, Toronto
PUB DATE- 21 Aug 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attribution Theory; *Behavior Disorders; Elementary Education; Emotional Development; Foreign Countries; *Interpersonal Competence; *Learning Disabilities; Locus of Control; Psychological Characteristics; Social Adjustment; *Social Cognition; Social Development

The purpose of this study was to determine whether different behavioral subtypes of learning-disabled (LD) children form different beliefs regarding their social successes and failures. The 75 subjects (ages 8 to 13) comprised 5 matched groups of 15 children each differing in the presence or absence of learning disabilities, behavior disorders, referral, and externalizing/internalizing symptoms. Results indicated that the social attributions of LD children are heterogeneous and differ acording to socio-emotional functioning. The presence of a learning disability by itself was not necessarily associated with a maladaptive attributional style. However, children who demonstrate behavioral difficulties in combination with learning difficulties exhibited different attributional patterns than did LD or non-LD children without behavior disorders. The LD children demonstrating externalizing symptoms attributed social successes to their own characteristics to a greater extent than did children in the non-behavior-disordered LD or community control groups. The LD externalizers were more likely to ascribe social failures to third-party intervention than were children in either of the two control groups, and twice as often as did the LD non-behavior-disordered group. Non-behavior-disordered LD children did not differ significantly from non-behavior-disordered non-LD children in terms of their attributions for social outcomes. (Approximately 50 references) (JDD)

ED 337 966 EC 300 708

Office of Vocational and Educational Services for Individuals with Disabilities: Annual Report.
PUB DATE- 90
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Disabilities; Employment Programs; Lifelong Learning; Program Implementation; *Public Policy; Social Services; *State Programs; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- New York; *New York State Office Voc Educ Serv Individ Dis

The mission of New York's Office of Vocational and Educational Services for Individuals with Disabilities (VESID) is to provide educational, vocational, and counseling services to people whose disabilities impose barriers to employment; to increase the access of all people with disabilities to the full

Appendices offer suggestions for transition programming, physical care planning and support, individual health care plans, environmental management and support, differentiated academics, programming in the life skills area, developmental/compensatory skill development, and effective instruction. A list of print resources and organizational resources serving Colorado concludes the paper. (JDD)

ED 337 986 EC 300 728

Adapted Physical Education, Occupational Therapy, and Physical Therapy in the Public School: Procedures and Recommended Guidelines. Procedures Manual.
PUB DATE- 89
NOTE- 166p.; Cover Title: The Role of Adapted Physical Education, Occupational Therapy, and Physical Therapy in Meeting the Motor Needs of Students with Handicapping Conditions in Educational Settings. Procedures Manual.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adapted Physical Education; Certification; Delivery Systems; Elementary Secondary Education; Handicap Identification; *Individualized Education Programs; *Movement Education; *Occupational Therapy; *Physical Disabilities; *Physical Therapy; Program Development; Standards; Student Evaluation
IDENTIFIERS- Colorado

This document is intended to provide guidance in the delivery of motor services to Colorado students with impairments in movement, sensory feedback, and sensory motor areas. Presented first is a rationale for providing adapted physical education, occupational therapy, and/or physical therapy services. The next chapter covers definitions, qualifications, and roles of the adapted physical educator, the occupational therapist, the physical therapist, and paraprofessional in such areas as decision making, program management, liaison, and direct support service. Identification of needs is considered next, including screening, the Child Study Conference, and referral to special education. The discussion of the assessment process briefly reviews functional assessment and neuromotor/developmental assessment. A subsequent chapter looks at staffing and the development of the Individualized Education Program including team composition, determining needs, establishing annual goals, placement recommendations, and assignment of personnel. The last three sections briefly cover delivery systems, documentation, and caseloads. Eight appendixes include certification standards, an assessment outline, severity rating scales, checklists, terminology, a list of tests, and a nine-item bibliography. (DB)

ED 337 987 EC 300 729

Apert, Crouzon and Other Craniosynostosis Syndromes.
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

DESCRIPTORS- Adults; Annotated Bibliographies; Children; *Disabilities; Elementary Secondary Education; *Financial Support; Special Education; *Technology

The first of the two bibliographies contained in this document lists selected books, articles, and reports on funding technology programs, services, and products for children and adults with disabilities. It is intended to meet the information needs of educators and other service providers. The 22 references are dated from 1984 to 1990 and include bibliographic information, a descriptive annotation, and availability information. The second bibliography is intended for parents of children with disabilities and also addresses funding technology products and services. The eight references are dated from 1986 through 1989. (DB)

ED 338 007 EC 300 749

Thormann, Joan, Ed.; And Others
Taking Action: Ideas To Promote Technology Integration and Administrator's Desk Reference: Readings To Promote Technology Integration. Technology Integration: A Thematic Focus.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Administrative Policy; *Administrator Role; Computer Software; Computer Uses in Education; *Disabilities; *Educational Technology; *Electronic Equipment; Elementary Secondary Education; Information Sources; Inservice Education; *Program Administration; *Program Development; Program Evaluation; Special Education; Staff Development; Technology Transfer

This guide for school administrators interested in technology integration in the curriculum was developed from discussions at the Technology Integration Seminar held in March, 1991. The guide is divided into five chapters covering various administrative responsibilities and action steps. The first chapter presents an overview and identifies elements of the integration process (e.g., develop a vision for technology at the site, model technology use, establish a technology committee). The second chapter covers staff development and competencies (e.g., hire personnel with technology backgrounds, set up a mentoring program, and train the trainer). Equipment management strategies are presented in the third chapter. These include making low-tech equipment available to staff, planning for technology resources, and contracting or budgeting for maintenance. Chapter 4 examines the acquisition, access, and management of software (e.g., establish a software library and update products and buy new products). Evaluation and promotion are considered in the last chapter (e.g., set up system for ongoing monitoring, observe evaluation procedures and products, and involve parents). An annotated resource guide lists about 60 articles or documents that support the processes presented in the guide as well as videotape recordings, hardware resources, evaluation sources, software resources, software publishers, associations, and periodicals. (DB)

ED 338 008 EC 300 750

approaches; evaluation; teacher training; and integration of the language syllabus with the other syllabuses in the study. A 59-item bibliography is included. (MSE)

ED 338 028 FL 019 600

Harley, Birgit; And Others
National Core French Study: The Evaluation Syllabus.
PUB DATE- 90
NOTE- 165p.; For related documents, see FL 019 595-599.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Foreign Countries; *French; *Language Tests; National Surveys; *Recordkeeping; *Second Language Programs; Self Evaluation (Individuals); *Student Evaluation; Test Format; *Testing
IDENTIFIERS- *Canada

The National Core French Study developed four syllabuses and assessed their applicability in Core French classes in Canadian elementary and secondary schools. In this segment of the report, options in student evaluation are discussed and their relevance for monitoring student learning and perceptions in this context are considered. It is intended as a practical reference for teachers and curriculum developers. The first section outlines some basic concepts in evaluation: formative versus summative evaluation; norm-referenced versus criterion-referenced tests; validity and reliability; and discrete-point versus interactive language tests. The second chapter looks at some common test formats. Notes on observation and record-keeping are offered in chapter three, and chapter four contains self-report evaluation techniques. A brief bibliography is included. The bulk of the document consists of appendixes, which include annotated bibliographies on second language testing and alternative methods of student evaluation, a taxonomy of educational objectives in the affective domain, an agenda for evaluation a Core French curriculum, and a report on the piloting of an experimental teaching unit designed for grade 10 Core French students. (MSE)

ED 338 029 FL 019 604

Lorenz, Eileen B.
Immersion Strategies.
PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classification; *Classroom Communication; Classroom Techniques; Comparative Analysis; *Cooperative Learning; Elementary Education; Games; *Immersion Programs; *Interpersonal Communication; *Questioning Techniques; Second Language Instruction; *Second Languages; Student Participation

Four classroom activities useful for language immersion instruction are described and specific applications and extensions are noted. All are best used to teach content and language at the same time. The first, entitled "Think-Pair-Share," is a cooperative learning technique that increases student participation in classroom experiences and increases

NOTE- 9p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p78-85.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Individual Differences; *Interpersonal Communication; *Language Acquisition; Language Research; *Language Styles; Linguistic Theory; *Mothers; *Parent Child Relationship; *Vocabulary Development

A study re-examined the hypothesis that an identifiable register of child-directed speech (motherese) contributes to child language acquisition. The hypothesis was studied from two perspectives: (1) that it has not been documented adequately at earlier ages; and (2) that individual differences in style of language acquisition interact with maternal measures to mask the effectiveness of motherese. Subjects were 45 mothers and their children at ages 13 months and 20 months. Mother-child interactions were videotaped at each age, and mothers were administered a questionnaire when the child was 13 months to establish the child's language comprehension and production. Two groups of children, earlier and later talkers, were selected for one study, in which maternal language was compared to size of productive vocabulary. Results indicate that the mothers of the groups differed at this stage, suggesting a need for even younger subjects. In the second study, the total sample was divided into two groups according to the child's 20-month stylistic preference (expressive or referential). Lagged associations between maternal 13-month measures and child 20-month mean length of utterance were examined within each group. Results show that maternal variables have different effects depending on the child's adopted strategy, suggesting that in previous research, individual differences have masked the effects of motherese. (MSE)

ED 338 051 FL 019 712

MacWhinney, Brian; Leinbach, Jared
Implementations Are Not Conceptualizations: Revising the Verb Learning Model.
PUB DATE- Jul 90
NOTE- 11p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p86-95.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; *Concept Formation; English; *Language Acquisition; Language Research; *Linguistic Theory; Models; *Tenses (Grammar); *Verbs

A model of the child's learning of the past tense forms of English verbs is discussed. This connectionist model takes as input a present-tense verb and provides as output a past tense form. A new simulation is applied to 13 problems raised by critics of the model, presented as fundamental flaws in the conceptualizations underlying connectionism. The new simulation uses a new input representation based on feature/slot units and two views on input words, a new architecture using identity mappings and hidden units, a new learning algorithm, and an input corpus that includes all five cells of the English verb paradigm. Together the changes led to a vast improvement in the model's performance. All problems but those dealing with the training funds: skill training for target populations, minority youth initiative, Job Centers, and economic development. (Appendixes, amounting to over two-thirds of the report, include 1989-90 individual project abstracts by priority and results and a program plan for 1990-91.) (YLB)

ED 337 585 CE 059 059

Business/Marketing Education. Business Analysis/Business Computer Applications.
PUB DATE- 90
NOTE- 126p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrative Organization; Business Administration; *Business Education; Computer Graphics; *Computer Oriented Programs; Computers; Computer Software; Databases; High Schools; *Marketing; Money Management; Resource Allocation; Spreadsheets; Word Processing

This document contains 12 modules: 4 on business analysis and 8 on business computer applications. The business analysis modules are as follows: (1) the framework of business; (2) universal activities of business; (3) selected business subsystems; and (4) your place in business. Computer applications modules are on the following topics: (1) business operations overview; (2) computer systems and applications; (3) business word processing applications; (4) business database applications; (5) business spreadsheet applications; (6) business graphics applications; (7) interrelated applications; and (8) the computer, society, and the individual. Each module includes the number of weeks and hours required, key concepts, content outline, performance objectives/supporting competencies, and suggested instructional strategies. A glossary is also provided. (NLA)

ED 337 586 CE 059 072

Bednarzik, Robert W.
Employment Profile of the Service Sector in Selected Countries.
SPONS. AGENCY- Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
PUB DATE- 25 Jul 89
NOTE- 91p.; Revised version of a paper presented at an international seminar on the Effects of Structural Change on Employment and Education and Training in the Service Sector (Washington, DC, June 14-15, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Adults; *Age Differences; Comparative Analysis; *Developed Nations; Educational Attainment; Employed Women; *Employment Patterns; *Employment Statistics; Females; Foreign Countries; Individual Characteristics; Industrialization; Job Training; Labor Force Development; Males; *Service Occupations; *Sex Differences
IDENTIFIERS- Belgium; France; Germany; Italy; Japan; Netherlands; Norway; Sweden; United States; Yugoslavia

The rise of the service sector is a major trend common to all western, industrialized countries. Employment in the service sector has increased in 1960-1986 in all 10 countries concentrated on developing and establishing linkages among the local adult probation department, appropriate educational resources, and community service programs. The four sections of the guide cover the following topics: (1) probation and education linkages, including networking and two models for the career planning process; (2) vocational assessment as a process and the importance of vocational assessment for adult probationers; (3) individualized career plans, with examples; and (4) agencies and resources in Illinois (adult education, Department of Commerce and Community Affairs, Department of Employment Security, Department of Public Aid, Department of Rehabilitation Services, community colleges and universities, and Department of Veterans' Affairs). For each of these agencies or resources, information is provided in a question-and-answer format, programs are described, a map of locations is given, and sample forms are included. (KC)

ED 337 604 CE 059 147

Evaluating Program Outcomes: Occupation of Homemaking. Final Report. Phase II 1988-89.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 31 Jul 89
NOTE- 40p.; For a report on phase III, see ED 329 771.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Course Content; Educational Planning; *Evaluation Methods; Graduate Surveys; High School Graduates; High Schools; *Homemaking Skills; Home Management; *Occupational Home Economics; *Outcomes of Education; *Program Effectiveness; Program Evaluation; *State Programs
IDENTIFIERS- *Illinois

A study assessed the effectiveness of the Occupation of Homemaking programs in Illinois secondary schools by collecting data for evaluating current programs and determining future needs. Approximately 350 randomly selected high school graduates from the years 1979-1984, half of whom had been enrolled in Occupation of Homemaking classes and half of whom had not, responded to a 10-point Likert-type scale as to the importance of Occupation of Homemaking concepts in adult life and their competence concerning those concepts. Mean scores for the importance of each of the concepts was above the scale midpoint, with many means above 9.0. Concepts with highest means were in the areas of parenting, child development, relationships, decision making, management of time and other resources, and planning for family nutritional needs through the life cycle. In each area, the competency ratings were at least a full point lower than those given for importance. Data analyzed according to enrollment in specific classes showed that most who had enrolled considered themselves more competent in most of the areas than those who had not enrolled in the classes. In addition to providing results showing the usefulness of Occupation of Homemaking classes, the study developed processes and instruments that will provide future data for evaluation of the program. (KC)

ED 337 605 CE 059 150

Mims, Grace Ann; Daniels, M. Harry
The Career Mystery: Whose Decision Is It, Anyway? Workbook.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

programs. Several factors should be considered in Northern Ontario workplace literacy programs: (1) technological change; (2) aging population; (3) outmigration of young people; (4) limited life of some resource-based industries; (5) limited upgrading opportunities for adults; (6) skill level of the work force; (7) legislation; and (8) changing global markets. There are a number of time, cost, societal, and educational issues for both employers and employees when considering literacy programs. The organizational needs assessment (ONA) is the foundation on which a company can build a workplace literacy program. An ONA involves learning about and contacting a company and developing an action plan. There are two main parts of an ONA: the tour of the workplace and the interviews with employees. Once this information is recorded, recommendations and a literacy task analysis may then be prepared. Finally, in setting up a training program, the partners and the trainers must be identified. (A sample action plan and a case study are included. An appendix contains the following: job description for workplace literacy coordinates, time sheet, contact sheet, criteria for choosing instructors, questions for ONA, training needs assessment questionnaire, a paper on what makes northern literacy programs unique, three charts, a quiz on tomorrow's workforce, and a list of sources.) (NLA)

ED 337 622 CE 059 225

A Preliminary Study of Job-Related Communications Skills in British Columbia Sawmills.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- May 91
NOTE- 59p.; A product of Job Communication Project (JCP) Research.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Cloze Procedure; Communication Skills; Educational Needs; Employee Attitudes; Foreign Countries; Job Performance; *Job Skills; *Lumber Industry; Needs Assessment; *Readability; Reading Ability; *Reading Achievement; *Reading Comprehension; *Receptive Language
IDENTIFIERS- British Columbia; Sawmills; *Workplace Literacy

A preliminary study of job-related communications skills in British Columbia sawmills investigated the extent of agreement between reading grade levels of written workplace materials and reading comprehension levels of employees expected to read them. In 1990, 227 employees in 8 sawmills were interviewed with a 52-item structured interview, a receptive vocabulary test, a series of cloze passages constructed from mill materials, and a nonverbal test of reasoning ability. All participants were given the entry-level cloze passage (grade 4.5 level); additional passages were administered until either a frustration level score resulted or the final passage (grade 17) was completed. In total, 55.9 percent were not fully functional with the first passage. Two-thirds of employees would not take courses to upgrade reading, writing, mathematics, or speaking skills. However, when asked to specify conditions under which they would take courses, three-quarters of respondents indicated they would be more likely to take a course if: (1) it would help them get a better job; (2) it were needed to keep present job; (3) they were given time off to take it; (4) it were offered outside the mill; and (5) nonmill personnel were teaching. A significant number were found to have reading comprehension levels below what was needed to physical therapy occupations. Duties covered include the following: (1) performing administrative/clerical functions; (2) communicating information; (3) providing patient care services; (4) performing support service; (5) performing patient and care plan assessment; (6) performing physical therapy treatments; (7) providing psychosocial care; and (8) continuing education. Each performance objective contains a task, and each task is further divided into a series of subtasks, or performance objectives, for each of which a standard of performance, conditions for performance, performance guide, and source of standard are provided. The catalog also contains a general introduction, definitions, and the following appendices: (1) a list of tools, equipment, and work aids; (2) 10 references (sources of standards); (3) a cross-reference table of duties, tasks, and performance objectives; (4) a 154-item bibliography (consisting of state-of-the-art literature); and (5) a catalog development model. (NLA)

ED 337 641 CE 059 290

Scarborough, Jule Dee
Manufacturing Curriculum Grant. Final Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jul 89
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Course Content; *Curriculum Development; Education Work Relationship; High Schools; Job Search Methods; *Job Skills; *Manufacturing; Manufacturing Industry; Occupational Safety and Health; *State Curriculum Guides; Trade and Industrial Education
IDENTIFIERS- *Illinois

A manufacturing curriculum for secondary vocational programs was designed to bridge the gap between grades 9-10 level courses and the community college-level curriculum of the Illinois Plan for Industrial Education. During the project, a literature review of manufacturing curriculum materials was conducted, a manufacturing conceptual framework was constructed by an industrial task force, and a curriculum content outline was produced. Content includes the following: occupational safety and health; business economics; measurements, drawing interpretation, layout, and inspection; product and process control; quality; and marketing and promoting manufacturing skills (job search methods). The curriculum format was based on a survey of a random sample of industrial arts teachers. An article on the project was submitted to a scholarly journal. (Appendixes, which make up most of the document, include the following: (1) a brief summary of the literature search; (2) draft curriculum goals, outlines, and objectives; (3) summary of manufacturing curriculum questionnaires; (4) and a manufacturing curriculum activity plan format.) (KC)

ED 337 642 CE 059 292

Illinois Plan for Home Economics Education. FY89 Final Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 89
NOTE- 215p.

PUB DATE- 91
NOTE- 41p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Automation; Case Studies; Developed Nations; Employment Practices; Foreign Countries; Futures (of Society); Industrial Training; Inplant Programs; Job Development; *Job Training; *Labor Force Development; Labor Needs; Modernization; On the Job Training; *Organizational Change; Retraining; Staff Development; *Technological Advancement; *Technological Literacy
IDENTIFIERS- *France

Case studies of five French firms illustrate the impact of new work technologies on training. Liquid Corporation has embarked on changes in production technology in response to market needs. Four aspects of the change process are as follows: creating the climate for change, selecting operators, defining new training requirements, and training for new work technologies. At Computer Systems International, training is an integral part of management activities to keep employees who are involved in cutting-edge technology at the forefront of knowledge. The company faces the need to improve the cost effectiveness of training. The experience of Avionics, a leading manufacturer of aviation equipment, illustrates the initial stages of adaptation of training policies and practices to the uncertainties associated with technological change. Two phases in Avionics' organizational development are preparing workers to accept eventual, yet unclear changes and restructuring individual careers to cope with future uncertainties. At Control Panel Corporation, automation coupled with infinitely small margins of tolerance and very small room for inefficiency explain the pervasive upskilling of its labor force. At Intelligent Pots, Inc., training has preceded automation. Probably more important than formal training are the informal mechanisms of learning through participation and exchange of ideas. (12 references) (YLB)

ED 337 661 CE 059 323

Nubler, Irmgard
Limits to Change in Training Systems: The Case of Germany. Training Discussion Papers No. 85.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Educational Change; *Educational Development; *Educational History; Educational Practices; Educational Trends; Foreign Countries; *General Education; *Job Training; Postsecondary Education; Secondary Education; Track System (Education); *Vocational Education
IDENTIFIERS- *Germany

The German education and training system has been shaped by a variety of philosophical, pedagogical, economic, political, and societal ideas and events during its historical development. Its main features and trends can be traced back for at least a century; they have proven to be stable and resistant to major changes. The hierarchical structure of the present education system, based on three separate tracks, and the vocational training system, based on apprenticeship, can be traced back to the Middle Ages. Several attempts to integrate vocational and general education have failed. Instead, parallel school streams providing both general and vocational subjects have been instruction in DC electronics, AC electronics, semiconductors, and digital electronics. Lesson plans with content outlines are followed by a line drawing of the physical plant, equipment list, student follow-up form to be completed by the employer, and articulation agreement. Appendixes include information on development of curriculum for community colleges, letters of support, and a list of 43 print and 22 video references. (YLB)

ED 337 680 CE 059 356

Wircenski, Jerry L.; Sarkees, Michelle D.
Alternatives to Social Promotion Program at Grades 7 & 8. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 90
NOTE- 371p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Computers; Curriculum Development; Daily Living Skills; Demonstration Programs; *Dropout Prevention; Earth Science; English; Grade 7; Grade 8; *High Risk Students; Home Economics; *Integrated Curriculum; Junior High Schools; Lesson Plans; Mathematics; Middle Schools; Models; *Nontraditional Education; Office Occupations Education; Potential Dropouts; Program Implementation; Reading; Small Engine Mechanics; Student Evaluation; Teaching Methods; United States History; Vocational Education
IDENTIFIERS- Texas

This final report and curriculum guide are products of a project conducted to improve existing at-risk programs through cooperation between vocational and academic personnel by coordinating lesson plans. The following project activities are described: (1) a literature review on the diverse needs of at-risk students enrolled in an alternative to social promotion program containing a vocational component; (2) development of a model program implementation design that addressed course requirements, counseling and guidance strategies, career awareness/investigation leading to vocational assessment, and generalizable skills; (3) development of a curriculum that coordinated the essential elements of academic courses with vocational education; (4) description of effective teaching strategies; and (5) piloting in five school districts. The 12-page final report (plus appended correspondence and evaluation forms) is followed by model lesson plans for the coordinated curriculum for grades 7 and 8. An implementation guide is provided. The lesson plans are given for four interdisciplinary subjects: computer technology/mathematics, English/small engine repair, U.S. history/business office services, life management skills/reading, and earth science/home economics. Components of each lesson plan are as follows: lesson topic(s), required resources/arrangements, teaching method(s), introduction, learning activity, delivery of content, student evaluation, summary, and handouts or transparency masters. (YLB)

ED 337 681 CE 059 358

Sutherland, Barbara, Ed.
Communication Systems. Laboratory Activities.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 90
NOTE- 201p.

dominant influences on initial and adult training policy for the 1990s and beyond: (1) the need to adapt it to meet the rapidly changing requirements of industry; (2) the short supply of young people; and (3) negative images of employment or of industry. The subgroup also identified the crucial role of schools in developing the necessary positive attitudes toward continuing training and reasons for industry involvement in school/industry links. IRDAC determined five important issues with regard to the school/industry interface: (1) challenges for education and training; (2) getting in touch with young people; (3) a question of image; (4) mobility between education and training tracks; and (4) the status and management of the teaching profession. Analysis of these issues led IRDAC to develop three main objectives: raising the overall level of technological literacy, preparing for and understanding the world of work, and encouraging the pursuit of scientific and technical careers. To achieve these objectives, IRDAC recommended a set of practical actions focusing on teacher awareness and training, the interface between schools and industry, and getting in touch with young people. (Five examples of school/industry practices policies considered for the report are appended.) (YLB)

ED 337 698 CE 059 432

Skills Shortages in Europe. IRDAC Opinion.
PUB DATE- 90
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employment Qualifications; Foreign Countries; *International Cooperation; *Job Skills; *Labor Force Development; Labor Needs; Retraining; Secondary Education; Skill Obsolescence; *Supply and Demand; Technological Advancement
IDENTIFIERS- European Community

In 1989, the Industrial Research and Development Advisory Committee (IRDAC) of the European Community established a Working Party on education and training issues relevant to industry. A subgroup on skill shortages considered the issue from the European and macro-economic point of view. It examined such skills shortages issues as demographic trends that will lead to tighter labor markets, need for higher educational attainment and new and multidisciplinary skills, changes in demand, and the impact of advances in research and development and technology. A number of sectors were examined to demonstrate the crucial importance of human resources and adequate skill levels. Wide differences between Member States were found. Data on educational attainment, skilled labor demand, and output of engineers and scientists suggested that the more developed regions in the center and north of Europe were in a much better position. The following recommendations were made to remedy some disturbing trends: continuing training for the existing work force; adequate skills for the young entrants on the labor market; a European investment in human resources, training tools, and technology; and understanding of skills requirements. (Appendixes include a glossary and list of 41 general references.) (YLB)

ED 337 699 CE 059 461

Sheets, Robert G.; And Others
Building Public-Private Partnerships To Improve Vocational

students' personal/social, educational, and career needs. While some of the counselor's work is remedial or occurs after a problem has developed, many counselors engage in preventive or developmental counseling. Developmental counselors design counseling programs that focus on student competencies and student outcomes. The long-range goals of school counseling are to help students become effective learners, responsible people, and productive workers. To accomplish these student outcomes, well-planned counseling programs from preschool through postsecondary are needed. The purpose of this booklet is to help counselors design well-planned counseling programs. Student competency statements for prekindergarten through postsecondary are suggested. Since the scope of practice of school counseling includes personal/social, educational, and career counseling, student goals and competencies for each of these areas of counseling are provided. (LLL)

ED 337 718   CG 023 713

Panzarella-Tse, Catherine; Mc Mahon, Pamela M.
Defensive Attribution: A Re-examination Distinguishing between Behavioral and Characterlogical Blame.
PUB DATE- Apr 91
NOTE- 30p.; Paper presented at the Meeting of the Eastern Psychological Association (62nd, New York, NY, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attribution Theory; Behavior; Causal Models; Personality; Psychological Characteristics; Sex Differences; *Victims of Crime

Many theories have been proposed to explain the blaming the victim phenomena and to predict who is most likely to engage in this behavior. This study hypothesized that since behavioral blame of a victim is self-protective for an observer, this type of blaming will be evidenced more by those who are personally and situationally similar to the victim than by subjects who are situationally similar but personally dissimilar. The latter were expected to utilize characterlogical blame more than the former. These predictions are congruent with the tenets of defensive attribution theory once the important distinction between behavioral and characterlogical blame is taken into account. Subjects (N=30) were female undergraduate students at St. Bonaventure University (New York) who responded to a vignette describing a rape in the local area, with a victim named either John or Sue providing the gender manipulation. Support was not obtained for the reformulation of defensive attribution theory represented by the proposition that subjects of the same gender as victims would attribute more behavioral and less characterlogical blame to the victim than subjects of the opposite gender. The fact that in all conditions subjects preferred behavioral to characterlogical blame offers a possible explanation for the failure to support the hypotheses. The data yielded a significantly greater attribution to chance for scenarios involving male victims rather than female victims. (LLL)

ED 337 719   CG 023 714

Mitchell, Robert W.
Documentation in Counseling Records. AACD Legal Series. Volume 2.
PUB DATE- 91
NOTE- 78p.

Thompson, Josephine T.
Establishing Locus of Control among Ninth Graders: Using Peer Mentors To Reduce Student Disengagement, Absenteeism, and Failures.
PUB DATE- 91
NOTE- 67p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; Attendance; Counselor Training; Dropout Prevention; Extracurricular Activities; Grade 9; Grade 11; Helping Relationship; *High School Freshmen; High Schools; High School Students; Intervention; *Locus of Control; *Peer Counseling; Program Effectiveness; Role Models

An intervention program was implemented to reduce absences, stimulate responsibility for assignments, and increase participation in extracurricular activities among disengaged ninth-grade students (N=18). Older students served as role models and peer mentors as they sought to establish that freshmen could control their own success or failure in the high school setting. Five intensive after-school workshops trained volunteer 11th-grade students (N=20) to serve as peer counselors. Emphasis was placed on a positive attitude toward helping others and on confidentially. Skills presented were basic counseling skills, active listening, effective message sending, values clarification, decision making, and goal setting. Mentors met assigned target students for lunch and talked with them on the telephone for the 3-month implementation period. The objectives of 98% average daily attendance, 100% participation in extracurricular activities, and 90% of the target group's classes showing no zeroes in teacher grade books were not achieved. Positive outcomes were much improved attendance and grades for 12 of the 18 targeted freshmen and improved grades among the mentor group. Freshman participants expressed an increased awareness of their ability to control their grades and of the value of involvement in the school community. Mentors felt the greatest benefits were showing disengaged students that someone cares and that if attitudes toward school could be improved needless failures and dropouts could be prevented. (Author/ABL)

ED 337 739 CG 023 734

Nimphius, Gail M.
Designing and Implementing an Educational Program on AIDS for Minority Childbearing Women To Enhance AIDS Awareness.
PUB DATE- 91
NOTE- 95p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; *Females; Health Education; *Minority Groups; Pregnancy; *Prevention; Program Effectiveness; Videotape Recordings
IDENTIFIERS- Florida

Ignorance, misinformation, and a failure to personalize the risk for acquisition of the Acquired Immune Deficiency Syndrome (AIDS) virus has created a situation in which the incidence of Human Immunodeficiency Virus (HIV) seroprevalence among minority childbearing women in a Florida county is increasing. An increased incidence in this population yields an increased incidence of perinatal AIDS transmission and hence pediatric

Integrated Activities; Learning Strategies; *Literacy; *Models; *Reading Instruction; Reading Writing Relationship; Teaching Methods; Thinking Skills; *Vocabulary Development; Workshops; *Writing Instruction

Most discussions of literacy involve at least two types: low literacy (involving knowledge and use of the strategies and conventions important to reading, writing, and vocabulary development) and high literacy (including these competencies along with a number of thinking and reasoning strategies that augment and deepen these abilities). Turning this model of literacy into a working classroom program involves a careful balance of freedom and focus. Using unstructured (free reading, oral reading, and poetry reading) and structured (reading, writing, and vocabulary workshops) activities balances the need for a free-flowing language environment and the need for focused instruction on strategies. The workshop approach is founded on three principles: time (an instructional pace allowing for natural and unhurried learning), choice (freedom of selection of tasks and the manner those tasks are performed), and community (students and teachers sharing the processes and products of their reading, writing, and thinking). Workshops commonly include a mini-lesson, an activity period, and a sharing time. The vocabulary workshop plays a central role in connecting the reading and writing workshops. Using a semantic cluster approach, students are presented words in the form of individual student vocabulary wordbooks. Based on the first year of field testing, the high literacy approach positively affects students in a number of areas. (Lists of categories of thinking and reasoning skills, of words in a semantically related cluster and of 61 semantic clusters, a diagram of the model of high literacy, pre- and post-intervention writing samples, and 16 references are attached.) (RS)

ED 337 758 CS 010 735

Marzano, Robert J.; And Others
The Analysis and Identification of Basic Words in Grades K-6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Vocabulary; Educational Research; *Elementary Education; Instructional Materials; Language Research; Literacy; *Word Lists
IDENTIFIERS- Words

Basic words have been defined as those from which other words can be derived semantically. The assumption underlying the instructional utility of a list of basic words is that a knowledge of them would provide a key to the understanding of a much larger set of related words. Although it has been shown that there are far too many basic words in the English language to make a comprehensive list useful instructionally, it has been suggested that a small set of high frequency basic words that students encounter in academic situations would be very useful as a tool for literacy development. Consequently, a study sought to identify a list of K-6 basic words students commonly encounter in content-area textbooks and standardized tests. From an initial corpus of 30,371 words, 6,768 basic words were identified and their grade levels were estimated. This provides for the first time a corpus of basic words that

Language" (a Committee on Conference on College Composition and Communication Language Statement) should be used as an educational component for teacher preparation at whatever level of the learning spectrum. (Twenty-seven references are attached.) (RS)

ED 337 777 CS 213 017

Thomson, Karen M.
Joseph Campbell, Jung, Anne Tyler, and "The Cards": The Spiritual Journey in "Searching for Caleb."
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Annual Meeting of the College English Association (22nd, San Antonio, TX, April 18-20, 1991). "Filled" type throughout document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; Literary Criticism; *Novels; *Symbolism
IDENTIFIERS- Campbell (Joseph); Jung (Carl G); Spiritual Experiences; *Tarot Reading; *Tyler (Anne)

Joseph Campbell, Carl Jung, and Anne Tyler have all dealt with spiritual journeys and card reading in their writings. In his book "Tarot Revelations," Joseph Campbell discusses his first association with tarot cards, dating from 1943, when he was introduced to the symoblism of playing cards by his friend and mentor, Heinrich Zimmer. Carl Jung was interested in working toward an expanded consciousness. Although professors, both Campbell and Jung were interested in going beyond academic knowledge and were not limited to academic ways of pursuing knowledge. In "Searching for Caleb," a contemporary novel about family relations, Anne Tyler shows the ancient and metaphysical routine of reading cards for guidance, counseling, and predictions. The novel provides a history of three generations of the Peck family, from before 1900 to the early 1970s. Grandfather Peck is searching for his brother Caleb who had left home 61 years earlier. The female protagonist of the novel uses card reading to help Grandfather Peck in his search. Tyler presents card reading in a positive light, as does Pulitzer Prize winner Marsha Norman in her novel, "The Fortune Teller." Mainstream literature reflects a new and positive approach to card reading. In "Searching for Caleb," the cards were a useful, positive, unconventional, and liberating part of the character's spiritual journey and the adventure of life. (RS)

ED 337 778 CS 213 018

Hoffman, Amy
Multi-Cultural Literacy in the Composition Classroom: Report on a Pilot Project.
PUB DATE- Mar 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Freshman Composition; Higher Education; *Multicultural Education; *Oral History; Persuasive Discourse; *Racial Bias; Undergraduate Students
IDENTIFIERS- *Cultural Literacy

Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Blacks; Case Studies; Children; Discussion (Teaching Technique); Elementary Secondary Education; Family Life; *Speech Communication; *Writing Attitudes; Writing Research
IDENTIFIERS- African Americans; Family Literacy; *Writing Contexts

A study examined the ways in which members of low-income Southern African-American families deal with writing in their everyday lives. Three families headed by single parents participated in the study. The researcher resided with each family for 2 months, following the adults to their workplaces, sharing chores and leisure activities, and accompanying the children to school. She took field notes, conducted interviews, and collected writing samples. Results indicated that all of the writing done by the adults was either to aid memory (shopping lists, telephone numbers) or as requirements for business endeavors (contracts, invoices, receipts). Results implied that little writing was done due to: (1) the fact that free time was spent escaping stress; (2) negative attitudes about writing; and (3) the lack of satisfaction that they received from writing. The adults preferred oral communication to transfer information and family folklore. Results also indicated that the children never expressed negative attitudes about writing and often made time to write, squeezing it in between playing outdoors and watching television. In addition, they derived great satisfaction from writing, giving gifts of their writing to express love or appreciation. Results suggest that teachers can encourage writing (especially for African-American students) by asking their students to write their family histories, and by providing time for class discussion of things that they have learned outside of school. In addition, parents need to know that they can help children develop their skills by holding frequent family discussions. (Seventeen references are attached.) (PRA)

ED 337 798 CS 213 058

Storla, Steven R.
Peer Observation for Instructor Training and Program Development.
PUB DATE- Mar 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; Freshman Composition; Higher Education; *Peer Evaluation; Program Descriptions; *Teacher Evaluation; *Teacher Improvement; Teaching Assistants; *Writing Teachers
IDENTIFIERS- University of California San Diego

The Third College at the University of California, San Diego developed a peer observation program in which first-year composition instructors (mostly graduate teaching assistants) observe each other once per quarter. The peer observation program is not part of the process by which the writing program directors evaluate the instructors, but instructors' participation is required. The benefits from the program have

*Teacher Role
IDENTIFIERS- *Critical Pedagogy

The only feasible path to a truly critical pedagogy is the destruction of the university. Before teachers and students ever arrive in the classroom, they have certain "places" within a blind, faceless institution which mark them in ways which must somehow be overcome for a truly critical pedagogy to develop. Analyzing how these roles are produced and reproduced ideologically suggests that the result of this reproduction is something profoundly anti-intellectual and anti-educational that is literally built into the system within which critical teaching methods must develop. Critical pedagogy must attempt to subvert these institutional constraints from within, and changing the system of power requires abandoning the goals of the "university" education and beginning to develop the tools for education. This does not mean quitting jobs or trying to shut down the university; rather, it means using the established institution against itself, creating spectacles in the university that might compete with those offered on television, and might thus help to bridge the gap between education and everyday life. Being critical means constantly traversing the artificial boundaries among disciplines, emphasizing the learning process itself rather than the list of works required for a particular niche-like specialization. Teaching should be more performance than ritual, and a goal should be to eliminate the deleterious effects of grades if not the grades themselves. (PRA)

ED 337 818   CS 507 540

Burns, Gary
Television and the Crisis in the Humanities.
PUB DATE- 17 Jul 91
NOTE- 33p.; Revised version of a paper presented at the Popular Culture Association Conference (Winchester, England, July 17, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Freedom; Conservatism; Freedom of Speech; *Higher Education; *Humanities; Humanities Instruction; *Media Research; *Politics of Education; *Popular Culture; *Television

It is indeed a problem, perhaps even a crisis, that many Americans are ignorant of "The Tempest," the Civil War, the location of the Persian Gulf, the Constitution, or the chief justice of the Supreme Court. However, if conservative humanists continue to ostracize, scorn, and ignore both media studies and the media themselves, the result will not be a return to the good old days when people read Homer and listen to Bach, but an even darker veil of ignorance, fostered for economic and political purposes by the very media that some humanists do not wish to understand. The crisis rhetoric of conservatives has about it the ring of both Chicken Little and of Nero fiddling. They emphasize "cultural literacy" while overlooking actual literacy. The problem of student illiteracy is a chronic problem with a long history, rather than a crisis. But the conservatives ignore real problems that have better claim to the word "crisis" than do such conservative worries as political correctness, radical professors, and the inability of students to quote Shakespeare. Conservative critics are also concerned with free speech issues, yet would deny academic freedom to scholars who disagree with them. They ridicule

the-art Materials (070)
DESCRIPTORS- Discourse Analysis; Higher Education; Literature Reviews; *Religion; *Religious Cultural Groups; *Religious Organizations; Research Methodology; Rhetorical Criticism
IDENTIFIERS- *Unitarian Universalist Association

this paper uses an interdisciplinary research methodology to engage the resources provided by the humanities and the liberal arts in a discourse analysis of Unitarian Universalism. The paper describes Unitarian Universalism as a contemporary religious-rhetorical movement and distinctive persuasion which nurtures an evolving, enriching religious perspective that addresses humanity's existential experience, encourages strong interpersonal relationships, and requires effective communication. Following an introduction, the paper is in 14 sections: (1) Unitarian Universalism as a Contemporary Religious-Rhetorical Movement; (2) The Free Church in a Changing World; (3) Review of Research; (4) Values Inventory; (5) Churches and Fellowships as Institutions; (6) Preaching; (7) Language and Communication; (8) Communicative Symbols; (9) Sacraments as Communicative Acts; (10) Prayer as Communication; (11) Worship as Communication; (12) Music as Communication; (13) Mass Media Communication; and (14) Conclusions. The paper concludes that Unitarian Universalism describes genuine religion as a qualitative dimension pervading human experience and existence that requires symbolic expression; recognizes that religious response requires symbolization although differences characterize the poetic-emotive language and the objective-scientific language; and demonstrates that instrumental music and the performing arts provide additional languages that enrich religious communication and celebration. Ninety-eight notes are included. (SR)

ED 337 838 CS 507 618

Kersten, Astrid
Control, Control, Complete Control!!! Neurotic Control Relationships and the Development of Dysfunctional Organizational Structures.
PUB DATE- May 91
NOTE- 24p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991). Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrative Principles; *Administrator Effectiveness; Case Studies; *College Administration; *College Presidents; Higher Education; *Neurosis; *Organizational Climate; Organizational Communication; *Power Structure
IDENTIFIERS- *Dysfunctional Behavior; Organizational Culture

A case study illustrates the concept of the neurotic organization by describing the development of "Central Control College" over a period of 11 years. In this period of time, the college moved from a small, informal organization to a highly developed compulsive institution. The image of neurosis has been applied in the organizational arena, where it has been used to describe and analyze a wide variety of dysfunctional organizational structures, relationships, and processes. When "Susan Powers" became president in the early 1980s, morale was high and turnover of staff and faculty was low. Eleven years later, morale and trust were very low, and turnover was high. Interactions between administration and faculty were state initiatives make possible electronic networking, comprehensive parenting programs, regional collaboration, and the production of culturally appropriate materials. Examples of district-produced curriculum and staff development programs are provided in the seventh category. The eighth category includes special events and annual practices such as a drug-free day. Each program summary states its title, who to contact, the intended audience, an overview, and the components, including program description, community alliances, successful indicators, obstacles, and the key to success. (RR)

ED 337 859 EA 023 371

Duncan, Roy R.; Schlumpf, Jacob F., Jr.
Partnerships, Technology, and Learning.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications; Community Involvement; Computer Uses in Education; Elementary Secondary Education; *Information Networks; Laboratories; Program Implementation; *School Business Relationship; *School Effectiveness; *Telecommunications
IDENTIFIERS- *Partnerships in Education; *Shoreline School District WA

A major goal of the Shoreline School District is to develop partnerships with the community, other community agencies, and businesses. The development of a "Long Range Facilities Utilization Plan" led to a 10-year districtwide modernization program to enhance technology and instruction. Now at its midpoint, the design and development of the program is a significant strand in the fabric of a total district effort to strengthen academic programs and improve the technology/learning process. The following six related elements are described. An integrative fibre optics communications infrastructure is linking the Shoreline Center complex with the districts' 14 schools. High technology hardware and software are being used by administrators, teachers, and students to support instruction. The development of staff training serves to prepare all district employees to use the new technology. The creation of the "Education for Tomorrow...Today" project utilizes a "Classroom of the Future" and serves as a major development and evaluation center. The formulation of significant business partnerships increases access to new technology and offsets costs. The formulation of significant community partnerships provides service to all citizens in the Shoreline area. This includes expanding the scope of the school district in implementing quality of life programs in the community. (RR)

ED 337 860 EA 023 377

Tibbits, Felisa
The Courtship and Consequences of Liberalization: A Snapshot of Educational Restructuring in Central East Europe.
PUB DATE- Feb 91
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

*Educational Change; Elementary Secondary Education; *Public Policy; *Public Schools; *School Business Relationship; School District Autonomy; School Effectiveness; School Organization; *School Restructuring

IDENTIFIERS- *Partnerships in Education

The strengths and weaknesses of school-business partnerships and the need for more corporate assertiveness in the public policy area are the subjects of this paper, which is an adaption of a speech given on November 1987 to the St. Paul, Minnesota Compact Conference. The business community has two contrasting views of public education. One view is the extraordinary contribution of public education to the development and strength of the United States. The other view focuses on the problems that exist, including inadequate salary structures, poor working conditions, unsatisfactory infrastructures, and the decline of achievement. The paper outlines some of the tasks to be confronted as schools deal with a changing sociodemographic composition of the student population. Blaming the public schools for education breakthroughs is seen as incongruous and hypocritical. It is posited that school-business partnerships cannot dramatically improve the majority of the nation's public schools. Business will be most effective on systemwide issues and in the political arena by building coalitions to support major and permanent improvements in public education and by supporting candidates for elective office that are committed to doing the same. Appended is information on the Institute for Educational Leadership. (RR)

ED 337 881 EA 023 407

Robbins, Pam

How To Plan and Implement a Peer Coaching Program.

PUB DATE- 91

NOTE- 78p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Collegiality; Elementary Secondary Education; *Peer Teaching; *Program Development; Program Implementation; *Staff Development; *Teacher Improvement; Teamwork; Tutoring

Issues in the implementation of peer coaching, a collaborative process for teacher improvement, are examined in this booklet. Included are a definition of peer coaching; a discussion of a variety of peer coaching activities; an outline of specific observation, data collection, and conferencing strategies; guidelines for designing a site-based peer coaching program; and a discussion of the principal's role. Contextual variables that influence the success of peer coaching efforts are explained, and strategies are presented for maintaining program momentum. A personal planning guide is presented to identify appropriate next steps. The appendix lists Association for Supervision and Curriculum Development (ASCD) resources. Seven figures are included. (37 references) (LMI)

ED 337 882 EA 023 408

Siegel, Peggy M.; Smoley, Eugene R., Jr.

Reaching Common Ground: Advancing Business Participation in Restructuring Education. Supporting Leaders for Tomorrow, Occasional Paper #6.

the most commonly identified goals: school readiness and performance; student achievement; dropout rate reduction; college readiness; and attracting, recruiting, and compensating quality faculty. States included in the study are Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. One table in the form of a matrix showing the common goals by state and explaning the legislative history of the goals is included. (LMI)

ED 337 903 EA 023 430

Lines, Patricia M.
Estimating the Home Schooled Population. Working Paper.
PUB DATE- Oct 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Research; *Home Schooling; School Demography; *School Statistics

Curriculum suppliers, state departments of education, and home school leaders, are the sources used to estimate that between 248,500 and 353,500 school-aged children (K-12) were educated at home in the 1990-91 school year. This paper explains how this estimate was derived. It provides information on process, possible bias, alternate survey collection of data, and why the three methods were chosen. In the estimates reported, most adjustments to actual data were based on a survey of a sample of the membership of the Home School Legal Defense Association. In deriving figures for the first method, a survey of 16 suppliers of curricular packages yielded an estimate of between 309,000 and 353,500 K-12 children who are educated at home. For the second method, 37 state departments of education reported 82,061 children for whom parents have filed papers with state or local officials, representing a fraction of the total. For the third method, information from 25 home schooling leaders in 17 states yielded a national estimate of between 248,500 and 304,000. A brief analysis of recent trends with a conclusion is given. Appended are home school data collected by states, information from associations, and a summary of selected research reports from two state departments of education. (RR)

ED 337 904 EA 023 432

Challenge 2000: Goals for Education.
PUB DATE- 88
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; *Educational Objectives; *Educational Planning; *Educational Quality; Educational Trends; Elementary Secondary Education; Long Range Planning; *Outcomes of Education; Social Indicators
IDENTIFIERS- *United States (South)

Twelve specific educational goals and indicators of progress set forth by the Southern Regional Education Board's Commission for Educational Quality are described in this report. Based on projections of educational, demographic, and economic trends for the year 2000, the goals focus on the following areas: ensuring that all children are ready for the first grade;

19-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Children; *Coping; Individual Characteristics; *Mental Retardation; *Mothers; *Parent Child Relationship; *Stress Management; Well Being

This paper describes the use of various coping strategies of mothers of adult children with mental retardation, and examines whether there is a relation between specific styles of coping and maternal characteristics and personal well-being. A group of 349 mothers completed the "Coping Orientations to Problems Experienced" scale. On average, mothers relied on about six different coping strategies. The most commonly relied upon strategies were ones that required faith (either in themselves or in their religion) or an ability to extract meaning from their difficult experiences. Three quarters of the mothers relied on strategies that required establishing a plan of action, about two-thirds relied on engaging in concrete activities about the situation, and about half relied on tuning out competing activities in order to concentrate on the stressful event. Nearly half were able to restrain themselves from acting precipitously and most were able to turn to others for instrumental or emotional support. The least commonly used strategies were focusing on and venting emotion, mental disengagement, and behavioral disengagement. Four coping types were defined: constructive copers, maladaptive copers, intense copers, and varied copers. Mothers who were constructive copers or varied copers had lower parenting stress, lower burden of care, and higher life satisfaction than other mothers. (JDD)

ED 337 926 EC 300 668

Keyes, Joseph B.; Karst, Ralph R.
Functionality of Objectives in the Program and Education Plans of Persons with Mental Retardation.
PUB DATE- May 91
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (115th, Washington, DC, May 19-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Behavior Development; Delivery Systems; Elementary Secondary Education; Group Homes; *Individualized Education Programs; *Institutionalized Persons; Residential Institutions; *Severe Mental Retardation; Skill Development; *Student Educational Objectives
IDENTIFIERS- *Functional Behaviors (Retardation); *Individualized Program Plans (Retardation); Vineland Adaptive Behavior Scales

This study examined the relationship between the functionality of training objectives established in Individual Program Plans (IPPs) and Individual Education Plans (IEPs) of persons with severe and profound mental retardation and different service delivery environments. Each training objective in the IPPs and IEPs of 78 individuals was classified according to skill domain and its representation of a functional or nonfunctional behavioral outcome. Subjects included 48 adults (ages 19-57) residing in group homes or large residential facilities and 30 school-aged individuals residing in a large facility. Results indicated: (1) the IPPs of individuals residing in large facilities contained more training objectives than IPPs of

Guerin, Gilbert R.
Critical Step in Curriculum Reform: Regular Education Materials and Special Needs Students.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Program Development Unit.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Disabilities; Elementary Secondary Education; *Instructional Materials; Mainstreaming; *Material Development; *Media Adaptation; Needs Assessment; *Regular and Special Education Relationship; Remedial Instruction; Student Evaluation

This monograph examines the need for appropriate curriculum materials to meet the needs of special education students within the structure of both regular education and special education classes and within the context of current education reform efforts. After an introduction and a section identifying curriculum needs, a section presents general considerations concerning: regular class instruction, core curriculum, special curriculum, the learning disability profile, attitudes and expectations, remediation, and teacher tasks. Curriculum considerations are discussed next. These include access to information, increasing comprehension, complexity of information, teaching and learning strategies, assessment and evaluation strategies, and framework/adoption decisions. Recommendations for material development include the following: all written curriculum materials should be recorded on audio tape; materials should provide for different levels of complexity and for altered representations; materials should provide for concrete student experiences; appropriate teaching strategies should be discussed in teacher manuals and specific learning strategies in student manuals; student assessment should be curriculum-based, frequent, content and process focused, varied, and interactive; and state framework and adoption committees should include representation from special education. A model curriculum continuum for special education students and sample assessment procedures are appended. Includes 85 references. (DB)

ED 337 947 EC 300 689

Silverman, Linda, Ed.
Understanding Our Gifted, Volume 2, Issues 1-6, September 1989-August 1990.
PUB DATE- Aug 90
NOTE- 121p.; For volume 1 issues, see ED 318 204.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; Adolescents; *Child Rearing; Elementary Secondary Education; Emotional Development; Females; *Gifted; Learning Activities; Personality Development;

range of services offered within the State Education Department and other agencies; and to coordinate lifelong educational services to persons with disabilities. This annual report describes the service philosophy, the services provided and coordinated by vocational rehabilitation counselors, management principles, priorities and goals, and accomplishments. Accomplishments focus on such areas as improving access to services, interagency coordination, supported employment, independent living, and outreach to underserved populations. A section called "Profile of the People We Served" provides a statistical overview of people who received VESID services and the outcomes of such services. Appendices outline the organizational structure of the Office and list independent living centers. (JDD)

ED 337 967 EC 300 709

Energizing Potential: SAGE (Society for the Advancement of Gifted Education) Conference Proceedings (1st, Calgary, Alberta, Canada, September 27-29, 1990).
PUB DATE- Sep 90
NOTE- 167p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Ability Identification; Art Education; Creativity; Educational Practices; Elementary Secondary Education; *Enrichment Activities; Foreign Countries; *Gifted; Gifted Disabled; Self Actualization; Special Programs; *Student Development; Talent; *Teaching Methods

This conference proceedings document on gifted education presents texts of the following papers, among others: "Developing Visual Literacy--Start It Young" (Kay Anderson); "Building Provincial Exams To Challenge the Gifted" (Dennis Belyk); "Advocacy and Lobbying: An Exercise in Persuasion" (Patricia Boyle); "Program Continuity and Curriculum Differentiation" (Jim Brackenbury); "Resources for Parents" (Barbara Brydges); "Creative and Talented Studies: An Application of Betts' Model of the Autonomous Learner" (Rod Burgess); "A Strong Case for School Subject Tests as Identification and Planning Instruments" (Alan L. Edmunds); "Teaching Thinking: Enhancing Learning--Alberta Education's Principles and Guidelines for Teaching Thinking" (Edmunds); "Using Art as a Means of Identifying Gifted Children" (Janet Evans); "Mini-University: Energizing Potential via Practical 'Hands-On' Experience!" (Aurora Hamilton); "Teacher Evaluation of Students Placed in Screening Programmes for Giftedness" (Georgean Harper and Margaret Winzer); "The Joy of Lateral Thinking: Putting the Rich in Enrichment" (Cledwyn Haydn-Jones); "O.M.--'Odyssey of the Mind'...A Creative Approach to Education" (Vicki Hutton and Sharon Baker); "Hidden Treasures in Children's Literature: Energizing Thinking with Non-Traditional Children's Books" (Linda Kirstein and Kathy Knight); "The Schoolwide Enrichment Model" (Jo-Anne Koch); "Development and Transfer of Skills Specifically Exercised in an Enrichment Program" (Colin J. Laine); "Gifted/LD Students: Assessing Individualized Learning Needs" (Judy L. Lupart); "A Developmental View of Young Gifted Artists" (Marion Porath); "Using the Discrepancy Evaluation Model To Energize Programs for Gifted" (Michael Pyryt); "Metacognition: Two New Rs for the Gifted" (Beth Sparks); "Using a Computer To Challenge Gifted Students in an Elementary School" (Priscilla Theroux); "Thinking Families" (Gerald W. Ward); and "The Hidden Potential of the Handicapped Gifted" (Carolyn Yewchuk). (JDD)

(055)
DESCRIPTORS- *Congenital Impairments; Emotional Adjustment; Foreign Countries; Hearing Impairments; Human Services; Individual Characteristics; *Intervention; Mental Retardation; Multiple Disabilities; *Neurological Impairments; Peer Acceptance; Physical Disabilities; *Special Health Problems; *Surgery; Visual Impairments
IDENTIFIERS- *Apert Syndrome; *Crouzon Syndrome

This booklet discusses the impact and treatment of the two craniosynostosis syndromes (Apert and Crouzon), which involve the premature fusion of skull sutures, are usually identified at birth, and require years of treatment. It is noted that children with Apert syndrome may have some degree of mental retardation while children with Crouzon syndrome usually have average intellectual potential but often have specific learning problems. Briefly covered are effects of the syndromes on: hands and feet (Apert syndrome children may not have functional fingers); eyes (usually bulging with reduced vision); hearing (significant loss in 10 to 33 percent of cases); mouth (noticeably malformed palates); speech and language development (frequent problems); and breathing (problems are common). Intervention is discussed in sections on the craniofacial team; surgical treatment of the craniosynostosis; surgical treatment of the midface, hands, and feet; and orthodontic treatment. Other services covered include dental hygiene, speech pathology, psychosocial psychiatry, social work, and education. The booklet ends with a discussion of the child's adjustment to his or her peer group. (DB)

ED 337 988 EC 300 730

Harbin, Gloria L.; And Others
Status of States' Progress in Implementing Part H of IDEA: Report #3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 91
NOTE- 57p.; For Reports #1 and #2, see ED 319 169 and ED 328 030.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Compliance (Legal); *Disabilities; *Early Intervention; *Federal Legislation; Federal State Relationship; Financial Support; National Surveys; *Policy Formation; Preschool Education; Program Administration; *State Programs; State Standards
IDENTIFIERS- Developmental Delays; *Individuals with Disabilities Education Act Part H

This report focuses on progress in the implementation of Part H of the Individuals with Disabilities Education Act (IDEA) through a comparison of states' status on three yearly administrations of the State Progress Scale. The scale was designed to monitor implementation of the required 14 components in the stages of policy development, policy approval, and policy application. In policy development, the states were farthest along in developing: a definition of developmental delay; timelines; multidisciplinary evaluations; procedures for designing Individual Family Service Plans; and the central directory. Those components of the law that showed the least progress in policy development were: assignment of financial responsibility, timely reimbursement, interagency agreements, administration and monitoring, and comprehensive personnel development. The processes of policy approval and policy application were at a lesser stage of completion. The

Wilson, Judith A.; McBride, Kirsten
Multimedia Technology Seminar: Proceedings (Washington, D.C., May 20-21, 1991).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 91
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Educational Technology; Elementary Secondary Education; Hypermedia; Learning Theories; *Multimedia Instruction; Research and Development; Research Methodology; Research Needs; Special Education; Theory Practice Relationship

This monograph reports the proceedings of the Multimedia Technology Seminar and consists of presented papers as well as summaries of demonstration and discussion sessions. Sessions covered the following topics: the role of learning theory in the development and application of multimedia technologies in special education; multimedia research in progress and issues related to conducting multimedia research; emerging technologies and how researchers can work with developers to use and direct these technologies toward special education applications; curriculum-based applications of technology for special education, including specific areas of need, concerns, and/or recommendations; research issues in different types of research environments; research questions and strategies for advancing both multimedia research and the multimedia knowledge base; and current research efforts, issues, and challenges and the future of multimedia technology for special education. An agenda and list of participants are included. References accompany the major papers. (DB)

ED 338 009 EC 300 751

Multimedia Technologies. Desk Reference.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Artificial Intelligence; Cognitive Processes; *Computer Oriented Programs; Cultural Influences; Elementary Secondary Education; Ethics; Hypermedia; Instructional Design; Interactive Video; Language Acquisition; *Multimedia Instruction; *Research and Development; Technology Transfer; Theory Practice Relationship

This annotated bibliography was developed as a result of a May, 1991, Technology Seminar on Multimedia, and is intended to provide researchers with an overview of the literature pertaining to the development of multimedia technology, innovative applications, design, and implementation issues as well as with descriptions of major multimedia research and development projects and prototypes. References are dated from 1979 to 1991 and are listed alphabetically by author under the following categories: applications (8); applications--language acquisition (2); applications--library (4); applications--robots (1); artificial intelligence, knowledge engineering (9); CD-ROM (2); cognitive science (4); cultural/ethical issues (3); current multimedia projects (5); historical perspective (2);

opportunities for students to learn from one another. It establishes teacher expectations for students' attention and participation by requiring that students think about and interact with all questions. The second activity encourages students to use questioning to discover the common attribute of a collection of items. The items may be revealed one at a time or all together. An exercise called "comparison circles" is an instructional technique based on the logic of Venn diagrams. Relationships among groups of objects in science and social studies are demonstrated to help students learn to classify objects according to common characteristics. Finally, the "guess box" uses a technique similar to "Twenty Questions." A mystery item is placed in a box and students must identify the item by gaining information through questioning. A list of prompts for the guess box activity is included. (MSE)

ED 338 030 FL 019 605

Rouhol-Amin, Irandokht
L'Afrique. Niveau VI. Base sur le programme scolaire de sciences sociales de Montgomery County Public Schools (Africa. Grade 6. Based on the Social Studies Curriculum of the Montgomery County Public Schools).
PUB DATE- Dec 87
NOTE- 135p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Black History; Colonialism; Course Descriptions; Dance; Developing Nations; Educational Objectives; Family (Sociological Unit); *Foreign Countries; *French; *Geography; Government (Administrative Body); Grade 6; History; Immersion Programs; Instructional Materials; Intermediate Grades; International Relations; Music; *Social Studies; Tests; Vocabulary
IDENTIFIERS- *Africa

The grade 6 social studies curriculum on Africa for French immersion is outlined. The syllabus consists of seven units. Each contains an instructional objective (in English); a number of specific performance objectives; and for each performance objective, required and optional vocabulary, a list of related activities, and exercises for classroom use. Unit topics include: general physical and cultural characteristics of the African continent; the social, political, and economic role of families in selected African ethnic groups; early African civilizations; human developments in African countries from European contact through independence movements; the ways in which African people in selected countries meet contemporary challenges; the global concept of interdependency as it relates to African nations and the rest of the world; and the contributions of people of African heritage to U.S. history, culture, and growth. (MSE)

ED 338 031 FL 019 608

Gouin, Donna
L'etude metropolitaine. Niveau IV. Base sur le programme scolaire d'etudes sociales de Montgomery County Public Schools (A Metropolitan Study. Grade 4. Based on the Social Studies Curriculum of the Montgomery County Public Schools).
PUB DATE- Oct 87
NOTE- 131p.; Examples of letters to parents are written in English. Reprints of newspaper articles and photographs will

issue of direct access within connectionist nets were addressed successfully. It is concluded that the connectionist models are extremely useful ways of characterizing the learning of inflectional systems, and that the critiques erred by confusing conceptualizations of the model with implementations. (MSE)

ED 338 052 FL 019 713

Pye, Clifton
The Acquisition of V to the Zero Power Movement.
PUB DATE- Jul 90
NOTE- 9p.; Paper presented at the Annual Child Language Research Forum In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p96-103.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Grammar; *Language Acquisition; Language Research; *Linguistic Theory; Longitudinal Studies; *Quiche; Syntax; Uncommonly Taught Languages; *Verbs; Young Children

A proposal that further generalizes a rule in Government and Binding theory (Chomsky, 1981) is examined for its implications for acquisition of verb movement. Mark Baker's proposal extends the Move-alpha rule to posit that the head of any phrase may be moved to become incorporated into the head of any phrase that properly governs the phrase where the incorporating head originated. The study uses longitudinal data collected for four 2- and 3-year-old children acquiring K'iche'. It was found that by age 2.10 the children seemed to have acquired one construction involving verb movement, and to have begun using the causative construction. Additional observations concerning the relative acquisition of the verb constructions for each child and the applicability of the proposed model are made. The data are seen as providing tentative confirmation for the theory, pending study of many more details of the incorporation process. (MSE)

ED 338 053 FL 019 714

Soja, Nancy N.
Semantic Inferences: The Role of Count/Mass Syntax.
PUB DATE- Jul 90
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p104-111.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; *Language Acquisition; *Language Processing; Language Research; Linguistic Theory; *Research Methodology; *Syntax; Young Children

A study tested the validity of a theory of count/mass syntax in word learning. The theory proposes that children infer one of two procedures, depending on whether the referent is an object or a non-solid substance. Subjects were 36 2-year-olds, divided according to three experimental conditions. All were taught a novel word with reference to either an object or a non-solid substance, then asked to select another referent of the new word, given two choices. In the neutral syntax condition, the syntax used indicated that the new word was a noun but not participating in the Organisation for Economic Cooperation and Development's Centre for Educational Research and Innovation Human Resources project (Japan, Belgium, France, Germany, Italy, Netherlands, Norway, Sweden, Yugoslavia, and the United States). Total employment has not increased in these countries. The correlation between strong overall employment growth and a high proportion of employment in the services is mixed. The health and the social services industries have led the employment increase in services in most countries. Women's share of total employment and their share of service sector employment are lowest in Belgium. In contrast, women outnumber men in services in France, Sweden, and the United States. Men predominate in industry in all countries. The age profiles of workers in industry and services differ significantly. Compared to industry workers, a larger percentage of service-sector workers are older in five of six countries. The percentage of younger workers is higher in services than in industry in three of six countries: Japan, the United States, and France. Some relationship is apparent between employment growth and age and gender concentrations, particularly for women. Educational attainment is higher in the service sector than in other industries. (Nine tables and 19 charts with employment data are appended.) (YLB)

ED 337 587 CE 059 074

Delker, Paul V.
Basic Skills Education in Business and Industry: Factors for Success or Failure. Contractor Report.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Jan 90
NOTE- 185p.; For the assessment to which this report is background, see ED 326 622.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; Adult Education; *Basic Skills; Competency Based Education; *Educational Methods; *Education Work Relationship; Federal Government; Government Role; *Job Training; *Labor Force Development; Peer Relationship; Social Support Groups; State Government; Teaching Methods; Two Year Colleges; Unions
IDENTIFIERS- *Workplace Literacy

This Contractor Report was prepared as background information for OTA's assessment: "Worker Training: Competing in the New International Economy." A review of workplace basic skills research and practice identified factors contributing to success. The review of the research defined workplace basic skills and found that: (1) there was a scant relationship between academic basic skill competence and job performance; and (2) requirements for job-related basic skills were best addressed in competency-based training programs. Eight field investigations were conducted to view current job-related basic skills programs. Programs studied were as follows: Plumley Companies; Aetna Institute for Corporate Education; South Carolina's Governor's Initiative for Work Force Excellence; Connecticut's State Education Department; New York's Employer Specific Skills Training Program; Houston Community College; Rockingham Community College; and Skills 2000. These programs were examined in terms of a figure with two axes--one representing a purely academic approach to basic skills designed to make the learner proficient in academic settings, another representing a purely job-related basic skills approach

PUB DATE- Dec 90
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Choice; *Career Counseling; Creativity; Decision Making; *Family Influence; Guidance Programs; School Counselors; Secondary Education; Sex Bias; Teaching Guides; Work Experience

This document contains two products: a five-part workbook and a brief supplementary booklet entitled "Career Decision Making--A Creative Process--It Was Just an Idea." These materials may be used by teachers and counselors to assist junior high and high school students in examining their career decision-making processes and investigating how their decisions are influenced by the members of their families. The workbook's five sections explore the following topics: organizing a personal "board of directors" for help in decision making; creative career decision making, including personal growth and development; family influence; the world of work; and integrating personal, family, and work reality. The supplementary booklet contains suggestions for individual and family activities that can promote career awareness. The activities, which present opportunities for using everyday situations to focus on career information, are grouped under the following headings: Alphabet Soup; Importants; Occupational Family Trees; Key Influential Factors; Career Mystery; Family Outings; Going to the Movies; Dining Out; Television; Books; Magazines; Newspapers; and Yellow Pages. Some suggestions for "Keeping Career Ideas Lit" are provided: encourage questions, allow creativity, consider alternatives, promote independence, eliminate sex bias, share work experience, and explore college alternatives. (NLA)

ED 337 606   CE 059 164

Sanders, Maureen
Meeting Challenges: A Literacy Project for Adults with Developmental Disabilities.
SPONS. AGENCY- Alberta Dept. of the Secretary of State, Edmonton.
PUB DATE- 91
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Basic Skills; Case Studies; *Developmental Disabilities; Foreign Countries; *Literacy Education; Teaching Methods; *Tutorial Programs; Volunteers
IDENTIFIERS- Alberta (Calgary)

The CHALLENGES Literacy Project, a 2-year government-funded demonstration project, supported volunteer tutor programs to meet the literacy needs of adults with developmental disabilities in Alberta, Canada. Of the 20 students in the program, most were female; most were aged 20-29; 3 spoke English as a Second Language; 12 lived with family; 18 were in special school programs; most received further education/training; and most were employed. Of the 26 tutors, most were females, 20-39 years old, and employed; most had earned a university degree; and 8 had formal/classroom teaching understand written workplace materials, and most reported they did not read on the job. (Appendixes include 55 references, cloze passages, interview form, and rationale for use of cloze passages.) (YLB)

ED 337 623 CE 059 226

O'Gorman, Lori A. Stinson
W.E.S.T. Pilot Project. Final Report.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 28 Jun 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Foreign Countries; Illiteracy; Industrial Education; Industrial Training; *Inplant Programs; Job Skills; *Labor Education; *Literacy Education; Nonschool Educational Programs; *Unions
IDENTIFIERS- *Saskatchewan; *Workplace Literacy

The Saskatchewan Federation of Labor (SFL) conducted a Workers' Education for Skills Training, or WEST Program, to upgrade its membership's basic literacy skills. The purpose of the WEST Program was to develop, ensure access to, and build support for a workplace literacy program designed to meet the diverse needs of affiliates' members. Six Saskatchewan workplaces were targeted for pilot WEST Programs. During the early part of the project, promotional activities and materials, including posters, buttons, and workplace informational meetings designed to minimize the stigma attached to illiteracy were developed and tested. Thirteen workers, representing the six workplaces, were released from their jobs to participate in 14 days of intensive residential training. Upon completion of their first 11 days, these participants/course leaders received certification from the SFL to return to their workplaces to initiate programs. When their programs were running, they were brought back to the residential setting for an additional 3 days of training. Twelve programs, with from 3 to 10 participants, were implemented; 52 workers were registered. All participants wanted to improve their reading and writing skills, 46 also wanted to improve their mathematics skills, and 20 expressed a need for English-as-a-Second-Language education. (YLB)

ED 337 624 CE 059 228

Clarke, F. Alan
CEDEFOP Forum (7th, Berlin, Germany, September 1991).
PUB DATE- Oct 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021)
DESCRIPTORS- Cooperative Planning; *Demand Occupations; *Educational Research; Foreign Countries; International Cooperation; *Job Skills; Job Training; Labor Force Development; *Labor Needs; *Regional Cooperation; Regional Planning; *Vocational Education; World Affairs; World Problems
IDENTIFIERS- *European Community

This narrative account summarizes the 2-day research forum of the European Centre for the Development of Vocational Training

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Concept Formation; Course Content; *Curriculum Development; *Educational Resources; *Home Economics; *Inservice Teacher Education; Postsecondary Education; Program Implementation; Secondary Education; State Curriculum Guides; Vocational Education Teachers
IDENTIFIERS- *Illinois

A project in Illinois created a 17-member committee, reviewed literature, and conducted a telephone survey of all 51 state home economics supervisors in the United States to create a conceptual framework for secondary home economics. The framework was reviewed and refined by the participants and is being published. Additional materials developed and mailed to all home economics teachers in Illinois were a 32-page resource list and a bookmark. An article based on the telephone survey was submitted to the "Vocational Education Journal," and exploration/orientation outlines and student learning activities have been started. (The 19 appendixes that make up most of this document contain the following project materials: lists of the conceptual framework committee, the teacher team, the Illinois State University subject matter specialists, material resources, and technical committee; the self-esteem teaching unit field tested by teachers and their evaluations; a resource list; newsletter articles; a marketing plan for phase II of the project; an article submitted to a journal; a sample bookmark; lists of professional meetings attended; sample materials distributed at professional meetings; requests for an American Vocational Association article; presentation formats; a news release; and questionnaires distributed at professional meetings and mailed to teacher team members with summaries of responses.) (KC)

ED 337 643   CE 059 294

Lucas, Michael A.
Comparative Analysis of High School Graduates in Central Pennsylvania from Vocational, Academic and General Curricula for the Years 1982, 1985 and 1988 for Lancaster and Lebanon Counties.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 90
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Educational Improvement; Employment Patterns; Females; *General Education; Graduate Surveys; *High School Graduates; High Schools; Males; *Outcomes of Education; Postsecondary Education; Program Improvement; *Vocational Education; Wages
IDENTIFIERS- *Pennsylvania (Lancaster County); *Pennsylvania (Lebanon County)

A study compared the records of high school graduates in respect to curriculum type and high school education, postsecondary education, and work experience for Lancaster and Lebanon Counties in Pennsylvania. Data were collected through questionnaires mailed to all graduates from the years 1982, 1985, and 1988 and from high school transcripts. The study involved a total population of 15,245, from which 32 percent established and expanded according to the needs of the economy or to political and social demand. Reform plans for the apprenticeship system have likewise been dropped in the face of threats to the social stability and the economic viability of the nation. Today, the public school system provides both general and vocational education in separate school systems. Initial training through apprenticeship is considered a legitimate type of training for young people, especially school leavers. Although the French and German vocational training systems followed similar patterns up to the mid-19th century, obvious turning points have led to differences between the two countries that have been maintained up to the present. (33 endnotes) (YLB)

ED 337 662 CE 059 324

Williams, Harold, Ed.
Marketing Education National Research Conference Report (Fort Worth, Texas, April 5-7, 1991).
PUB DATE- Apr 91
NOTE- 143p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Education; *Business Education; Certification; Conferences; Coordination; Decision Making; *Distributive Education; Educational Benefits; Educational Cooperation; Followup Studies; Higher Education; High Schools; Hospitality Occupations; *Integrated Curriculum; *Marketing; Secondary School Teachers; Student Organizations; Teacher Role; Vocational Education
IDENTIFIERS- Distributive Education Clubs of America

These proceedings contain eight presentations: "A Review of the Hotel/Motel Lodging Competencies To Update the Marketing Education Curriculum in Tennessee" (Carroll Coakley, Janice Cole); "Impact of the National Research Conference for Marketing Education on Marketing Education Theory and Practice" (Michael Littman); "The Status of Licensing Requirements for Secondary Marketing Education Teachers in the United States" (Rodney Davis); "The Perceived Preferences for Models To Integrate Academic/Vocational Instruction in Secondary Marketing Education Programs in Illinois" (Ralph Wray, Thomas Haynes); "An Innovative Role for University Faculty Associated with the Marketing Education Function" (Stephen Lucas, Benton Miles); "North Carolina Marketing Education Completers Follow-Up Study" (Frank Palmieri, Jean Roayaei); "A Comparison of Perceived Benefits--State vs Chapter DECA (Distributive Education Clubs of America) Officers" (Gary Searle); and "Academic Integration in Marketing Education--Status Indicators for Secondary Marketing Education Teachers" (Robert Fritz). (NLA)

ED 337 663 CE 059 331

Schwertman, Kathryn; Corey, Melinda
Writing Processes and Behaviors of Adult Literacy Students: An Ethnographic Case Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 3 Dec 89
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Books; *Communications; Communication Skills; Computer Assisted Design; Computer Graphics; Computer Oriented Programs; Computers; Desktop Publishing; Drafting; Electronic Publishing; *Graphic Arts; High Schools; Instructional Materials; Photographic Equipment; Printing; Program Design; Programing; Programing (Broadcast); Secondary Education; Teaching Guides; *Telecommunications; Telephone Communications Systems; Videotape Recordings
IDENTIFIERS- *Technology Education

This communication systems guide provides teachers with learning activities for secondary students. Introductory materials include an instructional planning outline and worksheet, an outline of essential elements, a list of objectives, a course description, and a content outline. The guide contains 32 modules on the following topics: story development; computer application (story layout); graphics development; merging text with graphics; duplication process (publishing); cover development; screen print cover (children's books); assembly and quality control; printing methods (a comparison); cellular telephones; fiber optics; computer graphics; drafting fundamentals; basic videography; pinhole camera; media of media of communication; development of the photographic report; television news program; three-dimensional photographs; report; television news program; three-dimensional photogaphs; thermal screen printing; hand-colored black-and-white photographs; computer music video; photographic screen printing; desktop publishing; design and drafting; telecommunication; logo design; photography; future space communication; "how well do you communicate?"; and communicating through good planning. Each module includes an instructor's resource sheet and the student laboratory activity. Each instructor's resource sheet may include the following elements: module number; activity topic; estimated time; essential elements; objectives; activity summary; teaching tips; instructional strategy; equipment/supplies; evaluation key; and support materials. Each student activity may include the following elements: module number; activity topic; activity overview; objectives; vocabulary/concepts reinforced; equipment/supplies; introduction; procedure; evaluation; and support materials. (NLA)

ED 337 682 CE 059 359

Sutherland, Barbara, Ed.
Electricity/Electronics Systems. Laboratory Activities.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 90
NOTE- 253p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Computer Oriented Programs; Computers; Electrical Systems; *Electric Circuits; *Electricity; Electric Motors; *Electronics; Facility Inventory; Industrial Education; Instructional Materials; Mathematics Skills; Occupational Safety and Health; Programing; Secondary Education; Semiconductor Devices; Student Journals; Teaching Guides;

Education in Illinois.
SPONS. AGENCY- Illinois State Council on Vocational Education, Springfield.
PUB DATE- Feb 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Academic Standards; Basic Skills; Career Counseling; Cooperative Education; Incentives; Job Skills; *Outcomes of Education; *Private Sector; Program Effectiveness; Public Sector; *School Business Relationship; Secondary Education; Student Certification; Teacher Certification; Teacher Education Programs; *Vocational Education; Work Experience; Work Experience Programs
IDENTIFIERS- *Illinois; *Partnerships in Education

The Illinois Council on Vocational Education (ICoVE) launched a statewide study in 1990 to understand the perspectives of business and labor on what vocational education can do to prepare the work force with the skills necessary for the future. The study was designed to build new public-private partnerships. It included a survey of businesses and labor representatives, followed by eight roundtable discussions held across the state to obtain private sector input on two issues in vocational education: (1) What goals should the private sector and educators pursue in improvement efforts? and (2) What strategies should be used in building public-private partnerships in improvement efforts? The survey asked respondents (1,120 of 5,500 businesses and 26 of 50 labor representatives) for their degree of support for 18 goals organized under 6 areas: responsiveness to industry; basic skills; stronger academic skills; work-based learning; student certification and program performance; and teacher training and certification. Findings included the following: (1) applied basic skills have the top priority; (2) stronger requirements for advanced academic skills should be formulated; (3) teachers need current industry knowledge and work experience; (4) high standards and incentives for improvement should be established; (5) programs should be responsive to employment opportunities and skills standards; (6) career counseling should encourage students to explore options; and (7) the private sector's role in partnerships should be strengthened. (Seven recommendations and names and addresses of ICoVE committees supporting the project are listed.) (NLA)

ED 337 700 CE 059 462

Common Elements. A Report of Coordination and Special Programs Serving Special Populations through Vocational Education and Job Training. FYs 1989 and 1990.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Cooperative Programs; *Coordination; Delivery Systems; Disabilities; Disadvantaged; Educational Finance; Employment Practices; *Job Training; Postsecondary Education; Private Sector; Secondary Education; *Special Needs Students; State Aid; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Illinois; *Job Training Partnership Act 1982

This report addresses key elements that are part of the responsibilities of state councils on vocational education as

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accountability; *Case Records; Communication (Thought Transfer); Confidentiality; *Counseling; *Counselors; *Documentation; Human Services; Legal Responsibility; Records Management; Writing Skills

This monograph about accountability and communication in record keeping is intended for human services professionals. Eight terms are defined in an introductory glossary. The first section discusses the purpose of records. The next section discusses clarity in staff notes. Key points are offered for effective communication through staff notes. The next section focuses on the causes of ineffective communication and on increasing risk exposure. One of the most effective tools for avoiding litigation is utilizing clear communications, particularly for records. The next section analyzes a staff note, noting that a frequent problem is that entries are too short and vague. Learning to write a substantial note in a few sentences is important. Examples of the need for clarity and precision are the focus of the next section. The counselor's written words are the only record of a session with a client, and therefore need to be written accurately. The next section discusses ways of responding to an outside inquiry. Letters responding for outside requests for information demonstrate the counselor's professionalism and expertise. The essentials of the plan of care, care review, and staff notes are considered in the next section. This is followed by analysis of a group note. The next section evaluates a plan of care. Confidentiality and other legal issues are discussed in the next section. The final section provides answers to frequently asked questions. A summary, discussion questions, and references and suggested readings are included. (LLL)

ED 337 720   CG 023 715

The Comprehensive Guidance Program for Texas Public Schools. A Guide for Program Development Pre-K - 12th Grade.
PUB DATE- 90
NOTE- 104p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counselor Role; Elementary Secondary Education; *Guidance Programs; Models; Program Evaluation; *Program Improvement; *School Counseling; School Counselors; Standards
IDENTIFIERS- *Comprehensive Guidance Program; *Texas

This guide describes the Comprehensive Guidance Program model and outlines a process for tailoring the program model to meet the needs of the vast array of Texas public schools. It provides quality program standards designed to enhance district and campus efforts to improve the guidance programs in order to more effectively guide the development of all students, while valuing the uniqueness of each student. The first section includes background and contextual information about guidance programs and describes the philosophical foundation for guidance programs in Texas. It details the resources needed to support effective guidance programs. The second section defines the structure of the model and presents recommendations for

AIDS. Perinatal AIDS transmission is disproportionately represented by African American and Hispanic women nationwide and this county is no exception. An educational program on AIDS, targeted at minority childbearing women, was implemented in an attempt to enhance the women's knowledge regarding the disease. Subjects (N=127) were antepartum or postpartum patients. A video which featured the testimony of three peer women who had AIDS or were infected with HIV was used to disseminate information. Five major categories of instruction were included: dispelling myths; children and AIDS; transmission of the virus, condoms; and personalizing the risk. Following the video, county statistics were given to validate and further personalize the risk. Human Immunodeficiency Virus testing was discussed and a condom demonstration was performed in an attempt to equip the participants with actual steps which can be taken towards protection. Evaluation data indicated that the project was successful in enhancing the knowledge base of the majority of the participants. (Author/ABL)

ED 337 740   CG 023 735

Russo, Daniel J.
Using Video Technology To Encourage Reluctant Primary School Children To Participate Actively in the Evaluation and Counseling Processes.
PUB DATE- 91
NOTE- 58p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Change; Children; Client Characteristics (Human Services); *Counseling Effectiveness; *Counseling Techniques; *Elementary School Students; *High Risk Students; Outcomes of Treatment; *Primary Education; Speech Communication; Videotape Recordings
IDENTIFIERS- *Compliance (Counseling)

A project was implemented which attempted to reduce the number of children from kindergarten through second grade whose counseling services are terminated prematurely, or who receive suboptimal counseling services because their active participation could not be engaged in the evaluation and counseling processes. Seven individual sessions were held with each of four children participating in the program. Using the view-through mode with videocassette recorder (VCR) camera and mointor, children who previously could not be engaged were encouraged to interact with the television on a variety of activities. Evaluative activities involving art, story telling, and play were carried out while interacting with the television. An additional three sessions were held with each child without the use of the VCR equipment. The results of the intervention were encouraging. Participatory behavior for all but one of the children was increased to the point at which they were able to complete all three of the evaluation tasks; the remaining child was able to complete two of the three tasks. Carryover of participatory behavior without the use of the VCR was noted for all of the children. Although none of the children was speaking to anyone in the school at the start of the project, half of the participating children began to speak on a limited basis by the time the project was completed. (Author/ABL)

ED 337 741   CG 023 736

Lau, DeeAnne Karyl

appear to be academically sound and are also few enough to have instructional utility. (One table of data is included; 14 references and an appendix--containing the list of basic words organized by grade level--are attached.) (Author/SR)

ED 337 759 CS 010 736

Simmons, Joan
Learning Controversy: A Situational Perspective.
PUB DATE- 21 Sep 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Language Arts; Literature Reviews; Middle Schools; Models; *Reading Instruction; *Special Education; Teaching Methods
IDENTIFIERS- *Direct Instruction; Hersey Blanchard Situational Leadership Model

There are two divergent points of view concerning the placement and instruction of special students in regular middle school language arts and reading classrooms: cooperative learning, and direct instruction. Three areas of research have emerged from the social model of teaching strategies having to do with helping students study and learn together using the cooperative learning process. Meta-analysis of relevant studies indicates that cooperative learning activities results in both greater retention and higher achievement for students than other situations. Most of the criticism involves the structure of the cooperative activity rather than the value of cooperative learning. Direct instruction includes a great deal of academic engaged time in a teacher-directed classroom where sequential and structured materials are used. Numerous studies have indicated the effectiveness and enumerated the advantages of direct instruction for special education students, while other studies point out problems of direct instruction. The Situational Leadership Model commonly used in public policy decisions can aid in choosing an instructional model; it can be used to assess the teacher's own characteristics, the students' characteristics, and the type of classroom characteristics that are most useful in individual classroom situations. Learning models must fit the situation: middle school reading teachers will need to decide how much modification will be necessary to alter the instructional setting and to adapt materials. (A figure describing the Situational Leadership model is included; 26 references are attached.) (RS)

ED 337 760 CS 010 737

Hershfield, Marlene
Improving Reading Achievement of Chapter 1 Pull-Out Students through Self-Esteem Building Classes Involving Buddy Group and Teacher Participation.
PUB DATE- Sep 91
NOTE- 81p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Class Activities; Cooperative Learning; Grade 5;

At the root of the writing problems of most college students is a lack of critical thinking. Students find analyzing an article or essay, writing a review, or arguing persuasively difficult and unpleasant because they have little practice in identifying and evaluating assumptions and reasoning. One solution to this problem, developed by a college instructor, was a course on "multi-cultural literacy," which sought not only to improve students' ability to reason, but also to encourage humanitarian values. In this course, students were also introduced to current debates about the canon, the meaning of cultural differences and the possibility of cultural "literacy." The goal was not to teach students to agree with the teacher, but to encourage their curiosity, creativity, open-mindedness, and critical questioning. The first step of the course was to introduce the controversy over "cultural literacy." Next, students worked on an oral history, and in class, did some basic exercises in "consciousness raising." In addition, students reported to the class on periodicals targeted at particular ethnic groups, or on stories and films about race, gender, class mobility, etc. Finally, after examining the implications of racial and cultural difference in society, the students wrote a paper exploring the definition, history, and implications of an aspect of cultural literacy. Although the class was not altogether successful, it provided ideas for a revised version of the course which will address questions of white identity and institutional racism, and hopefully reduce students' feelings of guilt and defensiveness. (PRA)

ED 337 779   CS 213 020

Davidson, Phebe
Acts of Appropriation: Gender and Creativity in the Fiction of Carson McCullers.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Authors; Cultural Context; Fiction; *Literary Criticism; Reader Text Relationship; Regional Attitudes; *Twentieth Century Literature; *United States Literature
IDENTIFIERS- *Author Text Relationship; Feminist Criticism; *McCullers (Carson); United States (South)

Students and teachers need to discuss authorial intent to understand some literary works on their own terms--this is particularly true in the case of Carson McCullers. McCullers' works can be understood as having a rich foundation of authorial intent based on the writer's central experience, as a Southern woman, of gender. The central importance of female adolescence in her work cannot be overstated; it lies at the heart of her two best known novels, "The Heart is a Lonely Hunter" and "A Member of the Wedding," and of many of her short stories. Appreciation of McCullers' work requires a perspective and set of concerns that were largely inaccessible to the working critic prior to the development of feminist criticism. A fair appraisal of earlier critics of her work involves the recognition of specific traditions within literary criticism. A fair appraisal of McCullers' work might also involve the admission that the creative woman must find ways to keep alive the adolescent with whom her adult consciousness begins. A useful response to student inquiry regarding authorial intent needs to acknowledge the possibility of readings that approach a text more nearly on its own terms than is sometimes thought been great: (1) peer observation lets instructors see students from a different angle of vision; (2) new instructors are receptive to learning from someone on their own level; (3) observers see new teaching technique in an actual classroom setting; and (4) there is value in receiving a classroom visitor. Several variations on models of peer observation techniques are possible. The program benefits include better communication among instructors, an enhanced sense of instructional mission, an improved atmosphere of cooperation in the program, and more confidence and self-esteem on the part of the instructors. In 1992, the program will be linked to social science and humanities courses. Because of its formative and exploratory nature, peer observation enables any writing program to become more collegial as it helps individual instructors to become more reflective of their own practices and more supportive of one another. (A peer observation form and lists of the focal areas for classroom observers and class observation categories are attached.) (RS)

ED 337 799 CS 213 059

Washington, Gene
Writing, Pedagogy, Modality.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Grammar; Higher Education; *Models; Writing Assignments; *Writing Instruction; Writing Strategies; Writing Teachers
IDENTIFIERS- Modal Auxiliary Verbs; *Modality; Modals (Verbs)

If writing teachers want to use modality effectively, they first have to deal with three problems: identification of markers of modality in English; representation (the use of models for modality); and correlation (pedagogical usefulness, and writing strategies for students). Two models of modality address the problems which writing teachers should deal with before actually developing strategies to be given to the student. The first task is to construct a two-state model of the "core" markers of modality in English: the first state, the "actual" one uses nonmodal expressions; and the second state, the "alternate" one, is always expressed by core modals like "can" or "must". A two-dimensional matrix puts flesh on the model. Next, another model displays typical kinds of "character" an author or reader gives, or can give, to each state. "Character" can be divided into the personal and the collective. In developing and representing a strategy, writing teachers must also try to be aware of what conditions control its use. With this in mind, writing teachers should consider: (1) expanding information about the subject (essentially a prewriting or revising activity); (2) representing rhetorical intention; and (3) representing stylistic variation. Modality should be used chiefly in the context of peer review and only then as an optional procedure. (Three figures representing the models are included; 21 references are attached.) (RS)

ED 337 800 CS 213 060

McMahon, Susan I.
The Development of One Student's Written and Oral Texts in Different Instructional Contexts. Elementary Subjects Center

humanistic inquiry into music video, television, popular music, and film, condemning media studies and the academic freedom required to conduct such studies. Conservative critics' mistaken understanding of television and its history underscores the need for more, not less, media study. If the humanities have no use for the media, the globally monopolized media are certainly not going to have any use for the humanities. (Thirty-eight notes are included.) (RS)

ED 337 819 CS 507 549

Roob, Andy
Vehicles to Belief: Aristotle's Enthymeme and George Campbell's Vivacity Compared.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991). Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beliefs; Comparative Analysis; *Rhetoric; Rhetorical Invention; *Rhetorical Theory; Speech Communication
IDENTIFIERS- *Aristotle; *Campbell (George); Classical Rhetoric; Enlightenment Thought; Enthymeme

The central concepts from two rhetorical systems (the enthymeme in Aristotle's rhetoric and vivacity in George Campbell's) may be understood as the connection between speech act and ascension to belief. A review of the literature indicates a gap in the scholarly works seeking to compare and contrast the periods developed by D. Ehninger's systems approach to rhetoric and the method used to discern the periods. George Campbell's writings reflect the period of the Enlightenment in which he lived. Campbell's objective is to understand how the mind is able to receive external stimuli. The key element of communication is vivacity (a feeling created by language use, pathetic circumstances, and sympathy that agitates the passions). Vivacity works as a vehicle to belief when it strengthens reason with passions that brings hearers' minds closer to the thoughts of the speaker. The elements of enthymemes are shaped into modes of proof--ethos, pathos, and logos. The parallel elements of the enthymeme and vivacity are: the notion of probability; Aristotle's maxims and Campbell's auxiliary passions; Campbell's language use and Aristotle's logos; and Aristotle's ethos and Campbell's sympathy. Aristotle and Campbell suggest different paths by which reason leads to knowledge. Rhetorical ends for Aristotle are probable truths and for Campbell moral evidence. The enthymeme and vivacity, though different in structure, use similar elements of emotional appeals and credibility of the speaker to reach the mind of the hearer, utilizing reason and emotion to create belief. (Sixty-two notes are included.) (RS)

ED 337 820 CS 507 553

Maguire, Mariangela
Sexual Identity/Identification in Communicative Practices: A Semiological Analysis of Newspaper Coverage of Sports.
PUB DATE- May 91
NOTE- 35p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May

characterized by overt and covert hostility. The president's style was clearly compulsive in nature, preoccupied with the need for control, while the style of executive vice-president "Susan Steering" was more personal, intuitive, but at times impulsive and manipulative. Five years into Powers' presidency, a conflict over the volleyball team changed Steering's priority to protecting Powers from the faculty. Steering was later promoted and "Bruce Dominick" (who fit with the compulsive orientation of Powers and Steering) became academic dean. The culture of the college is characterized by extreme splits at all levels. While many people look for a change with the announcement of Powers' resignation, the overall sense is not optimistic. The concept of the neurotic organization has a number of strengths and liabilities, chiefly in its tendency to individualize problems of structural inequality and control. (RS)

ED 337 839 CS 507 619

Larson, Charles U.
The Impact of Fantasy Theme Methodology on the Study of Political Communication.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Communication (Thought Transfer); *Communication Research; Higher Education; *Mass Media; Persuasive Discourse; *Political Campaigns; *Research Methodology; *Thematic Approach
IDENTIFIERS- *Fantasy Theme Analysis; *Political Communication; Symbolic Convergence Theory of Communication

In 1972 Ernest Bormann and his students were in the process of developing and applying what was later called "fantasy theme analysis" to various kinds of communication including the political campaign communication of 1972. Fantasy theme methodology ultimately developed into "Symbolic Convergence Theory," which has generated a wide variety and impressive quantity of research since 1972. Numerous conference papers, articles, and books using the methodology to explain various aspects of political communication have appeared. These applications of the theory have had impact on at least four levels of the study of political communication: (1) the redefinition of political invention and style; (2) a focusing on the consumer and co-creator of political messages; (3) an understanding of the role of mass media journalism in promoting themes which chain out; and (4) the legitimation of studying short political messages, especially in investigation of non-discursive message elements. (Seventeen notes are included.) (RS)

ED 337 840 CS 507 620

Thompson, David R.
Oral History Lives: A Content Analysis of Newspaper Use of Language.
PUB DATE- Oct 91
NOTE- 23p.; Paper presented at the Southwest Symposium, Southwest Education Council for Journalism and Mass Communication (Corpus

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Administration; *Educational Change; Elementary Secondary Education; Foreign Countries; *School Organization; *School Restructuring
IDENTIFIERS- *Europe (East)

Trends of educational change in (formerly) East Germany, Poland, Czechoslovakia, Hungary, and Bulgaria are examined as restructuring takes place during the establishment of democratic political processes. These trends are culled from over 50 onsite semistructured interviews in August 1990, as part of a longitudinal study to document educational reform in this region. The theoretical framework, definitions, and methodology of the study precede the discussion of patterns of change of restructuring efforts that fall into five broad themes. They are decentralizing of educational administration; democratization within the schools; pluralism in school reform; curricular reform; and increased choice for local educational stakeholders such as teachers, students, and parents. Six challenges are considered most pertinent to educational restructuring. They are bureaucratic inertia, resource and planning requirements, retraining/training teachers for new pedagogy and content, the search for a new national identity, building on previous educational reform, and trust in the government. The paper concludes with reflections on change patterns. (RR)

ED 337 861   EA 023 379

Wohlstetter, Priscilla
Experimenting with Decentralization: The Politics of Change.
PUB DATE- Apr 90
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Boards of Education; *Decentralization; Elementary Secondary Education; *Governance; *Policy Formation; *Politics of Education; *School Based Management; School Districts; School Restructuring; *Urban Schools
IDENTIFIERS- Chicago Public Schools; Dade County Public Schools FL; *Larger School Districts; Los Angeles Unified School District CA

The relationship between the political context of school districts and their choices of decentralization policy is explored in this paper. It was expected that district politics would affect decentralization policies in two ways: the form of decentralization adopted and the degree of change. The decision to decentralize in three large urban school districts was studied through semistructured interviews with school board members and other shapers of school district policy--27 in Chicago, 24 in Los Angeles, and 20 in Miami-Dade. Findings suggest that a combination of externally mandated reform and local decentralization results in radically different decentralization policies, exemplified by the Chicago experience. Administrative decentralization and internal choice, characteristics of the Miami-Dade and Los Angeles situations, facilitated moderate to incremental change from standard operating procedures. A conclusion is that conflict among insiders influenced not only the character of the reform as expected, but also the extremeness or degree of change adopted. Four tables are included. (36 references) (LMI)

PUB DATE- Apr 89
NOTE- 25p.; For other titles in this series, see EA 023 403-405 and EA 023 409-415.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Corporate Support; *Educational Change; Elementary Secondary Education; Public Schools; *School Business Relationship; School District Autonomy; School Effectiveness; *School Organization; *School Restructuring
IDENTIFIERS- *Partnerships in Education

The differences and similarities between education and the private sector are analyzed as they both engage in efforts to fundamentally restructure their operations. To bridge the cultural gap between business and education, a workable strategy that advances direct and sustained private-sector involvement in education reform is proposed. Part 1 of this paper identifies fundamental concerns shared by business and education that leaders in both education and the private sector can use as a springboard from which to reach a common ground. These include: (1) knowing where you are going: rethinking mission; (2) downsizing: doing more with less; and (3) centralizing or decentralizing: doing things better. Part 2 presents a conceptual framework that business and education leaders can use together to tackle key organizational issues currently confronted by school systems. A key part of this conceptual approach is the comprehensive, systematic analysis that business leaders use in reorganizing their companies. The value of such an analysis in business and in educational reform is outlined. (18 references) (RR)

ED 337 883 EA 023 409

Spratling, Cassandra
Detroit Business Leadership and Educational Change. Supporting Leaders for Tomorrow, Occasional Paper #7.
PUB DATE- May 89
NOTE- 23p.; For other titles in this series, see EA 023 403-405 and EA 023 408-415.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Corporate Support; *Educational Change; Elementary Secondary Education; Public Schools; *School Business Relationship; School District Autonomy; School Effectiveness; *School Organization; *School Restructuring
IDENTIFIERS- *Detroit Public Schools MI; *Partnerships in Education

The growing proclivity of business leaders in some urban communities to become more deeply involved in the complex and politically volatile issue of school governance is assessed in this paper. The troubles facing Detroit public schools include a high dropout rate, illiteracy of graduates, and bad management of money and resources. In 1988, another tax hike was sought, and for the first time in 20 years, it was rejected by the Greater Detroit Chamber of Commerce. As a result, business and other community leaders brought about a change in the system and the people running it. Four incumbents of the school board were ousted and replaced by candidates who were strongly supported by business leaders known as the HOPE team. Individual and group initiatives that influenced change are outlined in this paper; they include actions by the Greater Detroit Chamber of Commerce, the Business Education Alliance, raising academic achievement; reducing by one-half the dropout rate; increasing high school graduation rates; preparing more students for college work; improving the basic competencies of vocational education students; increasing the percentage of adults with collegiate education; assessing the effectiveness of colleges and universities; emphasizing knowledge and performance of graduates of teacher education programs; increasing performance and productivity of schools; providing competitive teacher salaries; and maintaining or increasing state funding for schools and colleges to enhance productivity. (LMI)

ED 337 905 EA 023 433

Hodgkinson, Harold L.
Southern California: The Region and Its Educational System.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; Enrollment Trends; *Futures (of Society); Geographic Distribution; *Population Distribution; Population Growth; *Population Trends; Racial Composition; *Urban Demography
IDENTIFIERS- *California (South)

A demographic, economic, and educational profile of southern California is provided in this report. A review of population, economic, and educational trends indicates that the region is characterized by a diverse economy, population, and work force; the growth of "edge cities"; pressing environmental and social problems; and increasing economic development. A recommendation is made for giving priority to restoring the region's basic functions in education, the environment, and infrastructure. Twelve tables, two charts, and three maps are included. (12 references) (LMI)

ED 337 906 EA 023 434

Hodgkinson, Harold L.
South Carolina: The State and Its Educational System.
PUB DATE- Oct 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; *Educational Quality; Elementary Secondary Education; Employment Patterns; *Population Distribution; Population Growth; *Population Trends; Racial Composition; *State Action; Urban Demography
IDENTIFIERS- *South Carolina

A demographic, economic, and educational profile of South Carolina is provided in this report. Findings indicate that the state is characterized by a sharp contrast between metropolitan development and rural poverty, advancement in educational improvement, and economic growth. The 1984 Educational Improvement Act was found to have made little impact on the core problems of rural poverty, at-risk children, a poorly educated adult population, and an inequitable job structure. Four tables, one figure, and five maps are included. (14 references) (LMI) individuals living in group homes; (2) no differences in the percentage of objectives rated as functional behaviors were found across the two residential settings; (3) compared to IEPs, IPP objectives contained a higher percentage of functional behaviors; and (4) relationships were found between the Vineland Adaptive Behavior Scales and the extent of functional behaviors in training objectives. (22 references) (Author/JDD)

ED 337 927 EC 300 669

Smith, David T.
Psychological Aspects of Sleep Disorders in Children with Mental Retardation.
PUB DATE- Jun 91
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (115th, Washington, DC, May 19-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Disorders; Case Studies; Children; Incidence; *Mental Retardation; Neurology; Neuropsychology; Nightmares; *Psychological Patterns; *Sleep

This paper reviews literature and clinical experiences on the neurobiological and psychological aspects of sleep in children with mental retardation. The lack of a universal, operational definition of sleep disorders is noted, and a study is cited in which 61% of a group of 20 children (ages 2-13) with developmental disabilities were found to have sleep problems. DIMS (disorders initiating and/or maintaining sleep) is discussed as a frequent type of sleep problem, with emphasis on the need to estabiish a consistent behavioral routine prior to sleep onset and the need to gradually and systematically "shape" the child to remain in bed and return to sleep. Other sleep disorders discussed include nightmares, night terrors, and excessive sleepiness/sleep stage abnormalities. (12 references) (JDD)

ED 337 928 EC 300 670

Paul, Peter V.
Use of ASL To Teach Reading and Writing to Deaf Students: An Interactive Theoretical Perspective.
PUB DATE- Jul 90
NOTE- 38p.; Based on a presentation at the "Bilingual Considerations in the Education of Deaf Students: ASL and English" Conference (Las Vegas, NV, June 28-July 1, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Sign Language; Bilingual Education; *Deafness; Elementary Secondary Education; *English (Second Language); Immersion Programs; *Literacy Education; Reading Comprehension; *Reading Instruction; Reading Processes; *Second Language Learning; Teaching Methods; Writing (Composition); Writing Instruction

This paper discusses the use of American Sign Language (ASL) in an English-as-a-Second-Language approach to teaching reading and writing skills to deaf students. The paper poses and

Preschool Education; Reading Materials; Student Characteristics; *Student Development; Student Interests; Student Motivation; *Teaching Methods; Tutoring; Underachievement
IDENTIFIERS- Extremely Gifted

This document consists of six issues (all of volume 2) of a newsletter subtitled "Dedicated to Helping Gifted Children Reach their Full Potential". These issues deal with all aspects of parenting and educating gifted children. Major articles include: "Re-examining the Concept of Underachievement" (Joanne Rand Whitmore); "Student Interests: A Key to Reversing the Underachievement Pattern" (Linda J. Emerick); "The Emotional Foundation of Gifted Girls" (Christine N. Garrison); "Gifted Girls' Self-Concept and Their Communication with Parents" (Carolyn M. Callahan and Dewey G. Cornell); "Reclaiming Lost Giftedness in Girls" (Linda Kreger Silverman); "Gaining Intimacy as a Talented Adolescent: A Primer for Parents" (Thomas M. Buescher); "Profiles of Creative Adolescents" (Jane Piirto); "Pathways to Thoughtfulness" (John Barell); "From Lower Order to Higher Order Learning" (Richard Paul); "Helping Our Students 'Wish To Learn'" (Janna Hugo); "The Exceptionally Gifted Child" (Miraca U. M. Gross and John F. Feldhusen); "Finding and Serving Gifted Preschoolers" (Mary L. Parkinson); "The Gift of Vision" (Lynn Fishman Hellerstein); "Tutoring Techniques for the Gifted" (Jeffrey N. Freed); and "Reasoning about Giftedness: A Response" (N. E. Jackson). Each issue also contains regularly appearing columns, such as "The Hidden Gifted Learner" (Suzanne M. Perry); "Kaleidoscope" (James R. Delisle); "Parenting" (Elizabeth Meckstroth); "Instructional Strategies" (Joyce VanTassel-Baska); "The Reading Room" (Stephanie S. Tolan); "The Highly Gifted" (Kathi Kearney); "Personality Plus" (Linda Kreger Silverman); "Bright Beginnings: The Young Gifted Child" (Martha Morelock); "In Search of Serendipity: Creative Ventures and Encounters" (Jerry Flack); "Adolescent Passages" (Thomas M. Buescher); "Antenna...Current Developments in Gifted Education" (Dorothy Knopper); and "From Parent to Parent" (author varies). (JDD)

ED 337 948 EC 300 690

Sports, Outdoor Recreation, and Games for Visually and Physically Impaired Individuals: Reference Circular No. 91-1.
PUB DATE- May 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Assistive Devices (for Disabled); Athletic Equipment; *Athletics; Camping; *Games; *Outdoor Activities; *Physical Disabilities; *Recreational Activities; Resources; *Visual Impairments

This resource guide lists and describes print materials, nonprint materials, and organizations dealing with sports, outdoor recreation, and games for visually and physically impaired individuals. Section I focuses on national organizations that sponsor athletic events on various levels and provide related services for children, youth, and adults with visual or physical disabilities and their families. Also included is a list of camps with specific programs for children who have special needs. Section II lists books, magazines, periodical articles, and materials available in special formats that were published in 1988 or later on the topics of sports, camping, and recreation facilities. Section III lists manufacturers and

ED 337 968 EC 300 710

Lupart, Judy
Centre for Gifted Education: Summary Report 1988-1991.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; *Gifted; Higher Education; Outreach Programs; *Professional Development; Program Development; *Research and Development Centers; Teacher Education
IDENTIFIERS- Alberta; *Centre for Gifted Education AB

Background information on the development of the Centre for Gifted Education at the University of Calgary (Alberta, Canada) is presented in this summary report covering the years 1988-1991. The Centre's major areas of focus are professional development, research, and community liaison. Professional development activities include preservice and inservice activities, graduate programs, and curricular materials development. Specific professional development projects include course development, distance education diploma program, distinguished lecture series, materials resource library, summer school program, thinking skills project, and video production. Research activities include a research seminar, research needs assessment survey, affiliate program, international exchange, research initiatives, a research journal, and the Centre of Inquiry. Community liaison has involved such activities as an advisory board, newsletter, a parent program, the Society for the Advancement of Gifted Education, and consultative services. (JDD)

ED 337 969 EC 300 711

Leland, Henry
Adaptive Behavior vs Adaptive Skills: Dimensions in Coping Development.
PUB DATE- 20 May 91
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (115th, Washington, DC, May 19-23, 1991). For a related document, see EC 300 712.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Coping; Environmental Influences; Intelligence; Intervention; *Mental Retardation; Psychological Needs; *Skill Development

This paper views the adaptive behavior of individuals with mental retardation as a coping response to the biological and social demands of the environment. Adaptive skills are contrasted with adaptive behaviors, with skills being based primarily on developing new learning and habituating specific responses. Adaptive behavior represents a more overall quality, while adaptive skills are quantitative achievements which feed into adaptive behavior. One of the problems in dealing with adaptive behavior is the conflict created between the biological and social needs of the individual in such activities as toileting. The role of intervention is to use the individual ecology and the social ecology with which the individual must cope as an interactive force to develop both the inter-psychological and states made significant progress on all of the required components from 1990 to 1991. The area that showed the least progress between 1990 and 1991 was the assignment of financial responsibility. Case study results from six diverse states indicated states are having difficulty coordinating various funding sources. It is concluded that the states have demonstrated a "good faith effort" and should be provided with additional time and financial incentives as necessary. The scale is appended. Includes 15 references. (DB)

ED 337 989 EC 300 731

Ross-Gordon, Jovita M.; And Others
Project STRIDE: Services for Transition to Independence through Education. Final Report, July 1988-June 1990 and Manual.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 167p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Adults; Basic Skills; Demonstration Programs; *Employment Programs; High Schools; Interpersonal Competence; Job Placement; *Mild Disabilities; Program Effectiveness; Program Evaluation; Student Evaluation; Student Recruitment; *Transitional Programs; *Vocational Education; *Vocational Rehabilitation; Vocational Schools; Work Study Programs
IDENTIFIERS- Pennsylvania (Altoona)

The Services for Transition to Independence through Education (STRIDE) project evaluated a model for providing comprehensive training and employment services to adults with mild handicaps, using existing vocational education classes and special needs support programs in a secondary vocational technical school in Altoona, Pennsylvania. Services were provided over a 2-year period and included three phases: (1) recruitment and assessment; (2) provision of 180 days of vocational, interpersonal, and basic skills training; and (3) transition into full-time paid employment using a work study site. Placement of adult clients in existing vocational education classes proved very successful. The project provided services to 43 mildly handicapped adults in any of 15 vocational areas, of whom 82 percent finished the training program. Specific sections of the final report deal with project purposes, project activities, project evaluation, service delivery accomplishments, model building accomplishments, and conclusions. Five references and six appendixes of project-related materials are attached. An accompanying manual for project implementation provides guidance for 18 implementation steps including: assemble the project team; identify the target audience; identify goals and objectives; offer staff adequate ongoing support; recruit students and implement the three-phase service delivery program; identify results; and make recommendations. Eight appendixes to the manual provided additional detail and forms. (DB)

ED 337 990 EC 300 732

Race and Ethnicity: Issues for Adolescents with Chronic Illnesses hyperbase (1); hypermedia (16); hypertext (10); instructional design (12); interactive video (3); multimedia (4); overview (8); training (2); videodiscs (6); and virtual reality (1). (DB)

ED 338 010   EC 300 752

Directory of Technology Training Materials.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Assistive Devices (for Disabled); Computer Software; Curriculum Guides; *Disabilities; *Educational Media; Elementary Secondary Education; Instructional Materials; *Multimedia Instruction; Research and Development; Technology Transfer; Textbooks; Theory Practice Relationship; Videotape Recordings

This directory of technology training materials is divided into three areas: (1) training materials, which include videotapes, software, and other instructional materials; (2) curriculum guides, which include comprehensive guides as well as guides for individual areas of technology training; and (3) textbooks, which are primarily for use in introductory or methods courses. The training materials are further divided into four subject areas: "technology awareness" refers to materials that show technology being used with children; "hardware and software specifics" refers to materials that show how a specific product can be used or adapted for students; "instructional applications" lists materials that describe and illustrate general principles for using technology with students; and "assistive technology" materials show how technology can be used to provide access to instruction for students with disabilities. The 156 materials are dated from 1985 through 1990 and are indexed by author, title, and by medium. Abstracts are provided for the materials but not the textbooks. (DB)

ED 338 011   EC 300 753

The Seminar on Technology Integration (Reston, Virginia, November 1990). Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Uses in Education; Consultants; Educational Media; Educational Practices; *Educational Technology; Elementary Secondary Education; *Mild Disabilities; Research and Development; Resource Staff; Special Education; Theory Practice Relationship; Writing Instruction

This seminar report focuses on two major topics: (1) uses of technology with mildly handicapped students which are based on research and promising practices; and (2) the role of technology resource personnel (TRP) in helping teachers to integrate technology and instruction. The report is presented in three sections: Section One outlines a consulting model for working collaboratively with teachers; Section Two presents a case study of computers and writing that describes key elements

copy poorly.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Civics; Class Activities; Course Descriptions; Educational Objectives; Employment Patterns; *French; Geography; Government (Administrative Body); Grade 4; Grammar; *Immersion Programs; Instructional Materials; Intermediate Grades; Local Government; *Social Studies; *Urban Areas; Vocabulary
IDENTIFIERS- *District of Columbia; *Maryland (Montgomery County)

The grade 4 social studies curriculum on metropolitan areas for French immersion is outlined. The syllabus, almost entirely in French, consists of seven units. Each contains an instructional objective (in English); a number of specific performance objectives; and for each performance objective, required and optional vocabulary, required and optional grammatical structures, a list of related activities, and exercises for classroom use. Most of the performance objectives are specific to the District of Columbia area. A letter to parents and visual aids, most pertaining to the District of Columbia area, are included. Unit topics include: the characteristics of a metropolitan area; the kinds of work opportunities to be found in a metropolitan area; the ways in which people in the metropolitan area obtain needed goods and services; population characteristics; the functions of the Montgomery County (Maryland) government; comparison of U.S. metropolitan areas; and the ways in which metropolitan areas change with time. The unit on Montgomery County government includes a draft of a corresponding social studies unit in English. (MSE)

ED 338 032 FL 019 643

Fleming, Kimberly O.; Hartman, Jayne M.
Establishing Cultural Validity of the Computer Analysis of Phonological Processes.
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Achievement Gains; *Articulation (Speech); *Black Dialects; Clinical Diagnosis; *Computational Linguistics; *Computer Software; *Error Patterns; Intervention; *Phonology; Preschool Education; Speech Therapy; Validity

A study investigated the appropriate use and interpretation of a phonological test, the Computer Analysis of Phonological Processes (CAPP), with children who are not speakers of Standard English. In the test, three-dimensional objects are used to elicit spontaneously a carefully designed word list including all American English phonemes and 31 consonant clusters. The CAPP requires less than 20 minutes to administer and can be scored manually or by computer. Subjects were seventy-two 4-year-old speakers of Black English in three Head Start programs. Results indicate that while Black English phonological rules do affect specific test items on the CAPP, the information provided by the test appears not to be negatively influenced by the Black English dialect spoken by the children. In two case studies, the CAPP provided useful information for speech-language pathologists to help determine the degree of articulation disorder, amount of pattern whether it was a count or mass noun. In the matching syntax condition, objects were labeled with count nouns and corresponding determiners and quantifiers. In the conflicting syntax condition, mass syntax was used in object trials and count syntax was used in substance trials. Results indicate that the children were unable to use syntactic distinctions to support the two procedures for inferring meaning, contradicting the position that children learn ontological distinctions through the syntactic distinction. Further, it is concluded that some 2-year-olds do use syntax to influence their inferences about new words when the referents are non-solid substances, but not when they are solid objects. (MSE)

ED 338 054 FL 019 715

Sokolov, Jeffrey L.
Distributional Analyses of Parent-Child Conversational Interaction.
PUB DATE- Jul 90
NOTE- 14p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p112-124.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computational Linguistics; *Computer Software; *Interpersonal Communication; Language Acquisition; Language Research; Linguistic Theory; Longitudinal Studies; *Parent Child Relationship; Statistical Analysis
IDENTIFIERS- Child Language Data Exchange System

A distributional analysis of parent-child conversational interactions for three large longitudinal corpora is reported. First, the potential role of conversational interaction in language learning is examined, and it is argued that certain sources of conversational input provide children with excellent opportunities to advance their linguistic skills. These input sources are characterized according to a typology of interactions between parents and their children, which may be coded and analyzed automatically with a computer program that uses the data and tools of the Child Language Data Exchange System (CHILDES). The program compares pairs of utterances (source and response), encodes them, and tabulates a series of descriptive statistics. The corpora used in the study were from three children, with a combined total of 151,900 coded interactions representing a very large range of communicative interactions. Patterns of interaction for each child-parent dyad are examined as a function of child age. It is concluded that these patterns reveal close relationships between the measured conversational variables of parent and child. Some further analysis is offered. (MSE)

ED 338 055 FL 019 716

Weverink, Meike
What's Missing in Dutch?
PUB DATE- Jul 90
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p125-132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

designed to make the worker proficient in quite specific workplace settings. The programs were found to illustrate the importance of four types of support: employer support, union support, state support, and federal support. Two major categories of interactive factors contributing to success or failure were identified in two major categories: learning system factors and support system factors. An "Executive Summary" of 11 pages precedes the full report. (YLB)

ED 337 588 CE 059 075

Kearsley, Greg
Instructional Technology and Worker Learning Needs. Contractor Report.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Feb 90
NOTE- 113p.; For the assessment to which this report is background, see ED 326 622.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Automation; *Computer Uses in Education; Cost Effectiveness; Educational Development; Educational Innovation; Educational Research; *Educational Technology; Inplant Programs; *Job Training; Labor Force Development; Manufacturing Industry; Military Training; Postsecondary Education; Service Occupations; Staff Development; *Technological Advancement

The effects of instructional technology on learning are determined by the extent to which hardware and software amplify the basic capabilities of an instructor. Experience indicates that rational considerations such as cost-effectiveness are not usually the primary factors in making decisions about use of technology in training. Most large organizations are using one or more technologies in some aspect of their training activities. Interactive video, computers, and computer-based training are common; teleconferencing is just beginning to be used. Among the major obstacles to technology use are lack of instructor knowledge, lack of money to buy hardware or develop materials, lack of time to develop alternative training approaches, and poor reliability and usability of training systems. The following emerging developments are likely to affect training in the future: (1) widespread ownership of portable workstations; (2) electronic classrooms designed to support instructional technology; (3) products and systems with embedded training; (4) use of intelligent tutors and expert systems; (5) forms of interactive multimedia with more capacity; (6) hypertext systems; and (7) digital networks. A major area of research development is development of authoring systems and expert systems. Current and future applications of instructional technology relate to the following issues in the training field: retraining, basic skills, team training, participative management, and technology transfer. (Appendixes include a 41-item bibliography and information on military applications of instructional technology.) (YLB)

ED 337 589 CE 059 076

Tornatzky, Louis G.; And Others
Supplier Relationships and Training. Contractor Report.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Dec 89

experience. The project attracted a competent group of tutors, the majority of whom stayed until the project's completion. The program benefited from five factors/beliefs: (1) tutors and students are partners in learning; (2) there is no set curriculum or strategy; (3) reading and writing are meaning-centered processes; (4) work should progress from whole to parts; and (5) teaching should be concrete. Different teaching strategies were used for stage 1, 2, and 3 learners. The coordinator's role involved advocacy, approachability, and availability. This report consists largely of practitioners' personal accounts of the project supplemented by numerous case studies. Two appendices contain 16 references and an annotated bibliography. The bibliography provides publishers and prices of 11 adult reading series, lists other print and video resources, and gives addresses of 8 resource organizations. (NLA)

ED 337 607 CE 059 193

Voices Rising: A Bulletin about Women and Popular Education. Volumes 1-4. 1987-1990.
PUB DATE- 90
NOTE- 269p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Adult Literacy; Battered Women; Consciousness Raising; Developing Nations; Economic Development; *Employed Women; Females; *Feminism; Financial Support; Foreign Countries; Illiteracy; Leadership Training; *Literacy Education; *Sex Discrimination; Sex Fairness; *Womens Education
IDENTIFIERS- *Popular Education

This document consists of the six issues of the serial "Voices Rising" issued during the four-year period 1987-1990. "Voices Rising" is the primary networking tool of the Women's Program of the International Council for Adult Education (ICAE). Articles in these issues include: "Tribute to a Courageous Woman--Nabila Breir"; "Centre for Women's Resources: Building the Filipino Women's Movement"; "Micro-Chip Technology: Its Impact on Women Workers"; "ICEA: Popular Education in Quebec"; "The Feminist Challenge to Adult Education: Highlights of a Seminar"; "Feminism and Popular Education"; "Jamaica: Building Democratic Organizations"; "Lebanon: Supporting Women's Daily Struggles"; "Reaching Women: An Informal Workshop on 'Media'"; "Strengthening Grassroots Solidarity: An Informal Workshop"; "Update on the Women's Program"; "Issues in Literacy in the Urban U.S."; "Building a Women's Centre: Gregoria Apaza Centre for the Promotion of Women"; "Consolidating Voices of Mindanao Women"; "Building Leadership, Building the Movement"; "Our Identity: Feminism and Popular Education"; "Leadership and Women in International Adult Education"; "Strategic Contradictions: Organizational Democracy and Dependence on International Aid"; "Growing Pains: Reflections on the History of Flora Tristan, Peru"; "Summing Up: Common Threads"; "Moving On: ICAE Harare Meetings"; "Zimbabwe: Producing a Popular Text"; "Mali: The Fight Is Ours"; "South Africa: Making Our Voices Heard"; "Refugee Women in Canada"; "Leadership Training and Consciousness Raising among Chicana Workers in the U.S."; "Literacy--A Tool for Empowerment of Women?"; "Khulumani Makhosikazi: Women and Literacy"; "Tomorrow Will Be Different: A Literacy Course for Women"; "Keeping the Circle Strong: Native Women's Resource Centre, Toronto, Canada"; "On the Training of Tutors for Women's Literacy", "Expanding the

(CEDEFOP). Presentations focus on the central theme of the forum: new qualifications versus skill shortages. They include Kees Meijer's outline of the research undertaken in a series of national studies on skill shortages within the European Community action program for the vocational training of young people and Juergen Schmehr's description of the regional approach and methods adopted by the "Skill Needs Monitoring Project." Papers and contributions from Member States illustrate the different ways in which individual countries approach the assessment of skill needs. Summaries are provided of Hermann Schmidt's discussion of Germany's response to identifying changing skill needs; Pol Debaty's introduction of the concept of "autoinformation"; Yves Lichtenberger's description of the move toward a stronger decentralization in France; and Juan Garcia Moreno's call for a greater regionalization of effort with reference to the Spanish situation. A description of the second day's program uses the Luxembourg experience as an example of how the legislature has accounted for the situation and needs of a minority (Jean Tagliaferri). Other highlights include a description of the evaluation and development of the Training and Enterprise Councils in the United Kingdom (Judith Marquand) and a review of the results of a pathfinding study conducted as part of the development of a European Directory of Research in the field of vocational training. (YLB)

ED 337 625 CE 059 229

Korb, Roslyn; And Others
Adult Education Profile for 1990-91. Statistics in Brief.
PUB DATE- Sep 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Education; Adult Programs; Age; Educational Attainment; Employment Level; Family Income; Marital Status; Parents; *Participation; Part Time Students; Race; Sex; *Student Characteristics
IDENTIFIERS- *National Household Education Survey

Those who could most benefit from adult education are the least likely to participate in it, according to data from a 1991 large-scale, nationally representative field test of the educational activities of adults in the United States. The National Household Education Survey data showed that 38 percent of adults age 17 or older participated in some educational activity in 1990-91. Those more likely to participate in adult education are in the following groups: (1) people in professional, technical, support, service, finance, insurance, or real estate occupations, elementary and secondary teachers, and public administrators; (2) people with some college; (3) people in households with incomes above $30,000; (4) whites; (5) adults between 35 and 44; (6) married or single (never married) adults; and (7) adults with children under 16 compared to those with no children. Adults with a 12th-grade education or less, who were not employed, or whose households were at the lowest income levels seemed less likely to participate in some part-time educational activity. (NLA)

ED 337 626 CE 059 230

Developing Industry-Based Skill Standards.
SPONS. AGENCY- National Governors' Association, Washington, D.C.
PUB DATE- Jul 91

responded. Some of the results of the survey were as follows: (1) more than 85 percent of the respondents are either working full time or are enrolled in postsecondary education; (2) academic and vocational graduates who are employed receive a weekly salary $20 greater than general curriculum graduates; and (3) most respondents who had attended vocational programs were satisfied with them, although some wanted to see improvements in curriculum. The following recommendations were made: (1) academic and vocational curricula should be more integrated; (2) recruiting for academic and vocational programs should continue; (3) the special needs population must be considered; and (4) general curriculum students should be directed toward vocational or academic programs. (Appendixes include the survey instruments, list of variables, transcript collection, and charts and tables.) (KC)

ED 337 644 CE 059 295

Bangs, Ralph; And Others
Follow Up Study of Greene County High School Graduates from 1982, 1985 and 1988. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Sep 90
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Patterns; Females; *General Education; Graduate Surveys; *High School Graduates; High Schools; Job Satisfaction; Males; *Outcomes of Education; Postsecondary Education; Program Improvement; *Vocational Education; Vocational Followup; *Wages
IDENTIFIERS- *Pennsylvania (Greene County)

A study analyzed the high school, higher education, and employment experience of high school graduates by curriculum type in order to determine how the Greene County Vocational Technical School (Pennsylvania) might better address the education and career interests of high school students and the skill requirements of employers. Transcript data were collected on 1,534 graduates of Greene County high schools from the years 1982, 1985, and 1988. A 50 percent sample (763) was randomly selected by year, and 376 graduates (49 percent of the sample) were interviewed by telephone. In addition, 165 employers in Greene County were interviewed by telephone. Some results and conclusions of the study were as follows: (1) general curriculum graduates do poorly after high school compared to other graduates on several indicators, such as dropping out of postsecondary education, having lower job satisfaction, and earnings; (2) women high school graduates do poorly compared to male graduates after high school; (3) vocational education graduates do well compared to other graduates in finding full-time jobs, remaining in their jobs, and earning higher wages; and (4) possible areas of improvement for the vocational education program identified were increasing the percentage of graduates who pursue higher education and providing placement services for graduates. Continual follow-up of graduates was recommended to help keep the vocational program current. (Twenty tables of research results and the questionnaires used are included in the report.) (KC)

ED 337 645 CE 059 296

Graduate Follow-Up and Employer Survey, 1986.

DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Students; *Behavior Patterns; Educational Research; Ethnography; Language Acquisition; Language Research; *Literacy Education; Participant Observation; Writing (Composition); *Writing Apprehension; *Writing Processes; Writing Strategies
IDENTIFIERS- Composing Aloud

An ethnographic study examined ways in which the writing behaviors of adult literacy students in a classroom setting were either similar to or different from current theories of language acquisition. Three students were selected from an adult literacy class at the Fordham Library Center in the Bronx. The research plan had a three-pronged approach: (1) background information was gathered through structured interviews with each student; (2) classroom observations were used to collect ethnographic data on students' writing processes in a natural setting; and (3) a composing aloud protocol was conducted to gain an indepth look at one student's writing process in one sitting from start to finish. A literature review was focused on three areas that appeared to share some common features: children's emergent literacy, college-age basic writing, and adult learning. Findings indicated that adult beginning writers seemed to go through many of the same developmental stages as children did. Unlike children, the adults seemed more self-conscious about the need to spell correctly and less willing to experiment with language and take risks. Adults' self-consciousness about the appearance of their writing and lack of spontaneity were much more similar to the writing behavior of basic writers in college. They had much in common with other adult learners having to juggle many complex factors in their lives to attend school. Questions for further research were identified. (29 references) (YLB)

ED 337 664 CE 059 333

Ovans, Gary L.
An Assessment of Criteria that Will Contribute to a Desirable Industrial Internship Model for the Manufacturing Engineering Technology Program at Ferris State University.
PUB DATE- Aug 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Apprenticeships; Educational Research; Employer Attitudes; Engineering; Engineering Education; *Engineering Technology; Higher Education; *Internship Programs; Literature Reviews; *Manufacturing; Manufacturing Industry; Models; Program Design; Program Improvement; School Business Relationship; State Surveys; Technical Education
IDENTIFIERS- *Ferris State University MI

A study was conducted to determine if the structure and administration of the manufacturing internship of the Manufacturing Engineering Technology (MET) program at Ferris State University (FSU) was congruent with commonly accepted practice. It examined whether the current internship design was satisfactory in terms of the perspective of industry and provided insights into program changes that may improve the internship experience. A survey was mailed to 200 industrial manufacturing engineering professionals throughout the state of Michigan. Its 18 items encompassed respondents' demographic characteristics, format of the internship. and respondents' experience with internship programs. A comparison of the MET internship at FSU with the internships of other

Technological Advancement
IDENTIFIERS- Ohm Law of Electricity; *Technology Education

This electricity/electronics guide provides teachers with learning activities for secondary students. Introductory materials include an instructional planning outline and worksheet, an outline of essential elements, a list of objectives, a course description, and a content outline. The guide contains 35 modules on the following topics: electrical energy and work; general safety and the electronics lab; wiring light fixtures and receptacles; wiring a fixture and two three-way switches; a soft drink circuit; semiconductor junction diode characteristics; half-wave rectifier characteristics; full-wave rectifier characteristics; bridge rectifier characteristics; full-wave voltage doubler characteristics; the A-BUS; electronic components; binary to decimal numbers (computer); number conversions; seven-segment display; thermistors and temperature; computer-controlled traffic lights; electronic Etch-A-Sketch; light-intensity sensor; programmable logic controllers; stepper motors; catalog pricing; digital dice; printed circuit boards; electric motors; volt-ohm-milliammeter that measure voltage; electric meters; electrical use logs; semiconductors; resistor color code/ohmmeter familiarization; AC-DC waveform/oscilloscope familiarization; Ohm's law; series resistive circuits; parallel resistive circuits; and electronic schematics. Each module includes an instructor's resource sheet and the student laboratory activity. Each instructor's resource sheet may include the following elements: module number; activity topic; estimated time; essential elements; objectives; activity summary; teaching tips; instructional strategy; equipment/supplies; evaluation key; and support materials. Each student activity may include the following elements: module number; activity topic; activity overview; objectives; vocabulary/concepts reinforced; equipment/supplies; introduction; procedure; evaluation; and support materials. (NLA)

ED 337 683   CE 059 360

Gallaway, Ann, Ed.
Production Systems. Laboratory Activities.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 90
NOTE- 194p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Aerospace Education; Automation; Building Design; *Construction (Process); Construction Management; Construction Materials; Consumer Education; Free Enterprise System; Industry; Instructional Materials; *Mass Production; Material Development; Power Technology; Problem Solving; Production Techniques; Recycling; Robotics; Roofing; Secondary Education; Space Exploration; Structural Elements (Construction); Teaching Guides; Teamwork
IDENTIFIERS- *Technology Education

This production systems guide provides teachers with learning activities for secondary students. Introductory materials include an instructional planning outline and worksheet, an outline of essential elements, domains and objectives, a course description, and a content outline. The guide contains 30 modules on the following topics: production materials;

required by the Carl D. Perkins Vocational Education Act of 1984. A core of requirements known as "common elements" provide compatible information from all states and territories. The report is organized in three sections and the following common elements are included: (1) under the Carl Perkins Vocational Education Act--accessibility and set-asides for special populations, funding formula for disadvantaged/handicapped, private-sector involvement, and allocation of state allotments; (2) under the Job Training Partnership Act (JTPA)--populations with serious barriers to employment and JTPA standards; and (3) under Vocational Education/JTPA Coordination--public education delivery system and local coordination. For each section, questions are answered using tables and data collected from Illinois vocational education programs. Eighteen tables are included in this report. (NLA)

ED 337 701   CE 059 475

Weis, Susan F.; Olson, Susan S.
Development of a Teacher Training Program in Human Services in Pennsylvania. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Sep 88
NOTE- 229p.; Portions of appendixes H, I, and J will not reproduce legibly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *College Programs; Educational Resources; Higher Education; *Human Services; *Preservice Teacher Education; *Program Development; Secondary Education; *Vocational Education Teachers
IDENTIFIERS- *Pennsylvania State University

This report describes a 4-year project designed to develop a teacher education program at Pennsylvania State University to prepare teachers for human services occupations. In the 1987-88 project year, five initial steps were taken: (1) development of a rationale for the program; (2) a literature review; (3) collection of resource materials; (4) installation of an electronic bulletin board to connect project personnel with a vocational education network; and (5) dissemination of information about the program. A third-party evaluation indicated that the project is worthwhile, addresses real needs, and is in an appropriate setting. The program's chances of success depend on selling it to local administrators, informing human services employers about the program, presenting papers about the program at professional conferences, conducting a workshop for high school guidance counselors about the program, and carefully selecting an advisory committee. (Fifteen appendixes, which make up most of the document, include a list of institutions offering human services programs in Pennsylvania, instructions for using the electronic mail system, a list of consultants, minutes of meetings with personnel at the university, a model of the proposed human services occupations teacher education program, a model of a human services occupations career ladder, an administrator needs assessment summary, minutes of advisory committee meetings, a project evaluation by advisory committee, materials concerning dissemination activities, resource lists, human service agency lists, a management plan chart, a program goals list, a review of literature, and a third-party evaluators' report.) (KC) designing appropriately balanced programs. The third section defines the roles and responsibilities of the school counselor, including statements about their training, specialized competencies, and appropriate assignments. Considerations regarding counselor-to-student ratios are suggested. The fourth section further details the scope and sequence of a guidance curriculum component. The fifth section outlines a process for implementing the Texas Comprehensive Guidance Program at both district and campus levels. Suggestions are included for program development and for steps to take in planning, designing, implementing, and evaluating the program. The sixth section provides guidelines for evaluating the Texas Comprehensive Guidance Program, including the program as a whole, program improvements, and student growth due to program participation. (LLL)

ED 337 721 CG 023 716

Youth Suicide: A Prevention, Intervention, and Postvention Guide for Public Schools.
PUB DATE- Feb 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Intervention; *Prevention; Program Development; Program Implementation; *Public Schools; *School Policy; *Suicide
IDENTIFIERS- *Adolescent Suicide; *Texas

Part of the purpose of public schooling is to help children develop into productive adults who responsibly participate in a democratic community. The prevention of suicide is critical to the accomplishment of this purpose. Suicide prevention includes the development of policies and procedures that address enhancing school climate, developing decision-making skills and coping strategies, and respecting the cultural diversity of students. A comprehensive suicide management program must include intervention strategies designed to prevent an actual attempt by young people who have threatened to commit suicide and to bring immediate and appropriate help to those who have made a suicide attempt. Intervention policies and procedures should include a coordinated effort among a school's crisis intervention team, community resource services, and the family. Even though schools may effectively reduce the likelihood of youth suicide through conscientious prevention and intervention efforts, it is always possible that a death by suicide will occur. To ensure appropriate responses, a comprehensive suicide management program must include postvention policies and procedures which guide the school's and community's response to a suicide. Postvention strategies are essential to help the school community grieve and recover from the trauma of a suicide, prevent subsequent suicide attempts, and maintain a healthy school climate. Appendices include information about legislation, suicide statistics, abbreviations and definitions, and reference materials. (LLL)

ED 337 722 CG 023 717

PACT: Parents and Counselors Together Program. A Guide to Presenting Parent Workshops That Promote Educational Success with Students.

Bulimia Nervosa: A Review of Family Characteristics.
PUB DATE- Sep 91
NOTE- 66p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Anorexia Nervosa; *Bulimia; Family (Sociological Unit); *Family Characteristics; *Family Problems; *Family Relationship; Family Structure
IDENTIFIERS- Family Systems Theory

The purpose of this literature review was to demonstrate that a family systems conceptualization of family dysfunction could be applied to bulimic families. In general, self-report and observational family characteristics studies support the hypothesis that bulimic families, like anorectic families, have significant systemic dysfunction in comparison with normal families. However, bulimic families appear to differ from a tightly-knit, rigid, and conflict-avoidant psychosomatic family model that typifies anorectic families. Instead, bulimic families are perceived as disorganized; that is, lacking in effective controls and strategies for coping with problems and change. They are also perceived as being conflict-escalating. Problem solving and communication are perceived to be impaired. Finally, bulimic families appear to be ambivalently enmeshed. In tasks, roles, and behaviors, members are seen as enmeshed. However, in emotional expression and support, members are viewed as disengaged. Future research in family characteristics as they relate to bulimia nervosa needs to improve in quality. It will require the use of appropriate controls, standardized measures, standardized diagnostic categories, multiple vantage points, and longitudinal studies to determine the effect of early parenting styles versus autonomous, constitutional factors on the development of eating disorder in an individual. (ABL)

ED 337 742 CG 023 739

Adolescent Sexualty Special Subject Bibliography, 1988-1990.
PUB DATE- Feb 91
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abortions; Acquired Immune Deficiency Syndrome; *Adolescents; Child Rearing; Contraception; Early Parenthood; Health Services; Parent Child Relationship; Pregnancy; Prevention; Sex Education; *Sexuality
IDENTIFIERS- School Based Health Clinics; Sexually Transmitted Diseases

This document consists of three annual issues of a special subject bibliography combining adolescent sexuality, for the years 1988, 1989, and 1990, respectively. Citations for books, journal articles, and reports concerned with adolescent sexuality are grouped under such topics as: Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus; Child Abuse; Mental Health; Sexuality Information for Teenagers; Sexuality Education; Sexuality, Pregnancy, Parenting and Preventive Programs; Abortion; Childbearing and Parenting; Contraception; Ethnic Communities; Family Violence; Homelessness; Knowledge, Attitudes and Practice (KAP); Male Issues; Mentally Disabled; Parent-Child Communication; Pregnancy; Pregnancy Prevention Programs; Puberty; Sexually

Intermediate Grades; Peer Influence; Peer Teaching; *Reading Improvement; Reading Skills; *Self Esteem; Teacher Developed Materials; Thinking Skills
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

A practicum attempted to improve the low reading achievement of Chapter 1 students in a low socioeconomic fifth-grade class by implementing a self-esteem building program. Activities were designed in a workbook format to complement class instruction in self-esteem building exercises. An emphasis on critical thinking skills was incorporated into the workbook which also allowed for growth in the affective domain. It was concluded that self-esteem building exercises did make positive changes in reading achievement in many students. The exercises and workbook provided a vehicle to facilitate the formation of cooperative learning groups for reading achievement. (Four graphs and 13 sample workbook pages are attached.) (Author/RS)

ED 337 761   CS 010 738

Robinson, Richard D.
Teacher Effectiveness and Reading Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 106p.; Published in cooperation with EDINFO Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Elementary Education; Family Influence; *Reading Instruction; *Reading Research; *Reading Teachers; *Teacher Effectiveness; Teacher Expectations of Students
IDENTIFIERS- Reading Management

Recognizing that classrooms are complex settings in which effective teaching cannot be the end result of merely following a list of rules and regulations, this monograph provides practicing reading teachers with appropriate information based on current teacher-effectiveness research so that they can be informed by the best of current thinking to make the most intelligent and useful decisions about their classroom reading programs. Chapters in the monograph are: (1) "The Effective Reading Teacher"; (2) "Effective Classroom Management for Reading"; (3) "Teachers' Expectations"; (4) "Establishing an Effective Environment for Reading"; (5) "Effective Reading Development: The Role of the Home"; (6) "Effective Reading Instruction and the Special Learner"; and (7) "Effective Reading Teachers: They DO Make a Difference." Each chapter concludes with a section entitled "You Become Involved" in which statements or questions are posed to help teachers apply the information to their own situation. Seventeen notes are included; a 97-item annotated bibliography of recent research in the ERIC database on teacher effectiveness is attached. (RS)

ED 337 762   CS 010 739

Reading: Middle and Secondary. Special Collection Number 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 85p.; Published in cooperation with EDINFO Press.
LANGUAGE- English

to be allowed. (Seventeen notes are included; 25 references are attached.) (RS)

ED 337 780 CS 213 021

Roberts, Doralyn R.; Langer, Judith A.
Supporting the Process of Literary Understanding: Analysis of a Classroom Discussion. Report Series 2.15.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 73p.; Portions contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Classroom Research; *Discussion (Teaching Technique); Grade 7; Junior High Schools; *Literature Appreciation; Middle Schools; Student Reaction; *Teacher Student Relationship
IDENTIFIERS- *Response to Literature; Scaffolding

A study analyzed in detail one 37-minute classroom literature discussion to better understand how to foster students' critical reasoning. It investigated the characteristics of classroom interactions that support students in the process of responding to literature, the roles of the participants, and how the teacher can structure the tasks and use language to help students begin with their own initial responses and move beyond, to deeper understanding. Twenty-six seventh-grade English students participated in the discussion. The discussion was then analyzed by segmenting the transcript into turns and then into topics, and speakers' interactions were coded to identify the purposes which lay behind each speaker's turn. Then the broader patterns across the whole discussion were examined to note the patterns of participation and control, the roles played by teacher and students, and the ways in which instructional scaffolding worked in the discussion. Results illustrated how the process of understanding developed through social interaction, and shows that the role of the teacher was crucial in accomplishing this. Results also showed that a heterogeneous class of students with differing reading levels can function well when involved in a group discussion. Results additionally demonstrated the five elements of effective instructional scaffolding that contributed to the success of this discussion: ownership, appropriateness of the instructional task, structure, collaboration, and internalization. (Six tables of data and 34 references are attached.) (PRA)

ED 337 781 CS 213 022

Marshall, James D.; And Others
Discussions of Literature in Middle-Track Classrooms. Report Series 2.17.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Research; *Discussion (Teaching Technique); *Literature Appreciation;

Series No. 46.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; Grade 5; Intermediate Grades; Reader Response; *Reading Instruction; Reading Skills; *Reading Writing Relationship
IDENTIFIERS- *Literature Based Reading Programs; Reading Speaking Relationship; *Speaking Writing Relationship; Writing Contexts

A case study examined one fifth-grade student's developing response as he participated in a literature-based reading program. The student's response to text over time was traced via observations of the student, interviews, field notes, and written documents he created. Analysis, ongoing during and after the data collection, focused on three dimensions: people (Bart, the student), context (written and oral responses to texts), and time (one semester). It revealed emergent patterns illustrating a connection between Bart's written and oral texts. His written comments guided his contributions to small-group discussions and the topics introduced in these discussions shaped future written log entries. In addition, teacher emphasis on either personal response or reading skills led to differences in content and emphases within reading logs and during group discussions. Findings indicated that written responses greatly influence oral discussions and oral discussions influence further written responses. (Three figures are included and 30 references are attached). (Author/SR)

ED 337 801   CS 213 061

Shanahan, Timothy; Knight, Lester
Guidelines for Judging and Selecting Language Arts Textbooks: A Modest Proposal. Concept Paper No. 1.
PUB DATE- 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Guidelines; *Instructional Design; Instructional Effectiveness; *Language Arts; *Textbook Evaluation; *Textbook Selection
IDENTIFIERS- Text Factors

Intended to help educators select textbooks that represent the highest standards of quality instruction, these guidelines describe major aspects of textbooks--of language arts instruction--considered essential. Following an introduction, the eight guidelines (whose features should be central to a program's design and should pervade the entire fabric of the textbook presentation), state that language arts instruction should: (1) center learning activities on children's own language; (2) emphasize social uses of language; (3) integrate reading, writing, speaking, and listening; (4) recognize the developmental aspects of children's learning; (5) help teachers to assess student language learning; (6) help children to think; (7) respect cultural and other differences in our society; and (8) emphasize the centrality of listening, speaking, writing, and reading for learning in all subject

23-27, 1991). Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; Cultural Context; Mass Media Effects; Media Research; *Newspapers; *News Reporting; *Photography; *Semiotics; *Sex Stereotypes; Sexual Identity
IDENTIFIERS- Feminist Criticism; Media Coverage

A semiological study examined the products and processes of sexual identity/identification by "reading" newspaper sports photographs from three distinct but interrelated ideological positions (the dominant heterosexual culture, a residual reading which resists the dominant interpretation and asserts equality, and an emergent reading that argues for radical change). Readings based on each of these positions were developed for seven photographs from the "Sacramento Bee" and the "San Francisco Chronicle." Results indicated that: (1) within the sign system of the newspaper sports page, male athletes were represented displaying many behaviors that were constructed as female/feminine as well as male/masculine; and (2) the few action shots of women included linguistic signifiers to hold the dominant reading in place. Findings suggest that the stereotypes of appropriate and desirable behavior based on the sex of the individual were violated continuously in sports photographs of male athletes. Also, despite the influx of women into professional, college, and high school athletics, media coverage is still minimal and most photographs of women on sports pages are not of female athletes but of relatives of male athletes. (The seven photographs analyzed are included.) (RS)

ED 337 821 CS 507 556

Sprowl, John Parrish
On Organizational Theory and Practice: Some Lessons Learned from the Severely Mentally "Disabled."
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140)
DESCRIPTORS- *Communication Research; *Ethics; Higher Education; *Mental Retardation; *Organizational Communication; Organizational Effectiveness; *Organizational Theories; Physical Disabilities; *Theory Practice Relationship
IDENTIFIERS- Empowerment; Organizational Culture

Realizing that communications theory and research have little to do with organizational life, a communications scholar decided to become an organizational participant while still analyzing events and episodes in a scholarly way. In the spring of 1986, he joined the board of directors of Interface Precision Benchworks (IPB), a not-for-profit company whose mission was to demonstrate that all humans, even those with the most severe mental and physical difficulties, are capable of a fully functioning life if given the proper support. During the time the communications scholar was on the board, IPB decided to forget the benchmark model and changed to a for-profit, employee-owned business consisting of electronic assembly contractors making computer interface cables. The company used marketplace criteria as the definition of successful performance. Through the use of team management, team

Christi, TX, October 6-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Content Analysis; Educational Attitudes; Language Role; *Language Usage; Longitudinal Studies; Mass Media Role; *Newspapers; *Oral Language
IDENTIFIERS- Journalism Research

A study examined the "oral" vocabulary used by newspapers over a 100-year period. Approximately 8,000 sentences containing about 200,000 words were chosen at random from the front pages of "The New York Times" and "The Los Angeles Times" for the period 1890-1989. Specific vocabularies were constructed for "oral" words (including announced, discussion, said), "print" words (ballot, law, note, and wrote), and "education" words (including college, diploma, education, and professor). These target words were identified and tallied using GENCA, a computerized content analysis program. Results indicated that over the 100-year period, "oral" and "education" words were used more frequently, and that "print" words were used less frequently. What happens to journalistic interest in education when society is oriented to oral communication? Findings suggest that oral communication is pervasive in current mass-mediated society. (Three frequency graphs are included; 18 references and the list of vocabulary words are attached.) (RS)

ED 337 841 CS 507 622

Mason, Gail; Hogg, Mary
Oral Communication Across the Curriculum: A Report of Data.
PUB DATE- Apr 91
NOTE- 33p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991). Portions of materials in the appendixes may not be completely legible.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Apprehension; Educational Research; Higher Education; *Program Attitudes; Program Design; School Surveys; *Speech Communication; *Speech Instruction; *Student Attitudes
IDENTIFIERS- Eastern Illinois University; *Speaking across the Curriculum; Student Surveys

The goal of the Speaking Across the Curriculum movement is to increase oral communication competencies at the college and university level. Much of what has been implemented within Writing Across the Curriculum can be applied to Speaking Across the Curriculum. A study examined students' opinions of a proposed Speaking Center at Eastern Illinois University. Subjects, 1,000 students representing a stratified sample, responded to a 36-item questionnaire designed to answer the following questions: Are students in favor of the Speaking Center concept? How should the Speaking Center be designed? Results indicated that: (1) students believed oral communication experiences were beneficial to their learning in the classroom and that more courses outside the speech communication discipline should have some oral presentation component; (2) students thought that having a Speaking Center available for students in all academic departments was a good idea; (3) students would use the Speaking Center on a voluntary

ED 337 862 EA 023 380

Wohlstetter, Priscilla; Buffett, Thomas
School-Based Management in Big City Districts: Are Dollars Decentralized Too? Draft.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Mar 91
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; *Decentralization; *Educational Finance; Elementary Secondary Education; Foreign Countries; Resource Allocation; *School Based Management; School District Autonomy; *School District Spending; School Restructuring; State School District Relationship; *Urban Schools

Exemplary approaches to school-based budgeting are examined in this paper. Interviews were conducted with district staff involved in implementing school-based budget reforms in five school districts--Chicago, Dade County (Florida), Detroit, Los Angeles, and Edmonton (Canada)--and with state-level staff in California, Florida, Kentucky, and England. The first section offers a review of literature, with a focus on key school finance issues. The second and third sections analyze the design and organization of different approaches to school-based budgeting and highlight the various ways in which local districts and states encourage school-based budgeting. The fourth section proposes a set of initiatives for state and local policymakers to enhance implementation while maintaining fiscal accountability. The recommendation is made for creation of a partnership between states and districts for implementing school-based management, with responsibility varying according to states' different political cultures. Specifically, the partnership would be responsible for specifying the "ends" of the educational system and school sites would have authority over the "means." Four tables are included. (16 references) (LMI)

ED 337 863 EA 023 382

Wohlstetter, Priscilla
Assessing Legislative Control of Bureaucracy: The Implementation Contract.
PUB DATE- 87
NOTE- 50p.; Paper presented at the Annual Meeting of the Association for Public Policy Analysis and Management (Bethesda, MD, October 29-31, 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Legislators; *Politics of Education; *Program Administration; *Program Implementation; State Agencies; State Government
IDENTIFIERS- *State Legislatures

Findings from a study that explored the motivations of legislators to oversee and control program implementation are presented in this paper. Implementation is viewed as a contract between the legislative and executive branches with legislators acting as monitors who use oversight to control the agencies contracted to implement policy. A total of 57 elite interviews

New Detroit, Inc., Group of Organized Detroiters for Quality Education, Metropolitan Affairs Corporation, Detroit Strategic Planning Project, Citizens Education Committee, and the Detroit Compact. Information on the Institute for Educational Leadership is appended. (RR)

ED 337 884 EA 023 410

Trimble, Grace
Moving beyond Fuzzy Altruism in Business-Education Relationships: The Potential of the Georgia Alliance for Public Education. Supporting Leaders for Tomorrow, Occasional Paper #8.
PUB DATE- Jun 89
NOTE- 24p.; For other titles in this series, see EA 023 403-405 and EA 023 408-415.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Corporate Support; *Educational Change; Elementary Secondary Education; *Public Schools; *School Business Relationship; School District Autonomy; School Effectiveness; School Organization; *School Restructuring
IDENTIFIERS- *Georgia; *Partnerships in Education

Georgia's business leadership is concerned about that state's public education system which has consistently ranked near the bottom of the educational ladder. In 1986, the Quality Basic Education (QBE) Act became law, and its provisions are described in this document. The Georgia Alliance for Public Education (the Alliance) was mobilized to sustain involvement from the private sector in QBE. The alliance attempts to build a coalition of business leaders who work for improvement in all aspects of primary and secondary public education. Goals include increased prestige for the teaching profession and for public education in general as well as enhanced curricula. Programs include a statewide literary magazine and small grants to classroom teachers. The structure of the board of trustees of the Alliance and business support are detailed. A one-day conference with business leaders and educators is reviewed. Issues beyond the conference include the Alliance's future, its funding, and a concise definition of its mission. Information on the Institute for Educational Leadership is appended. (RR)

ED 337 885 EA 023 411

Peterson, Terry
Sustained Business Involvement in State School Reform: The South Carolina Story. Supporting Leaders for Tomorrow, Occasional Paper #9.
PUB DATE- Aug 89
NOTE- 32p.; For other titles in this series, see EA 023 403-405 and EA 023 408-415.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Corporate Support; *Educational Change; Elementary Secondary Education; Public Schools; *School Business Relationship; School District Autonomy; School Effectiveness; *School Organization; *School Restructuring
IDENTIFIERS- *Partnerships in Education; *South Carolina

In South Carolina, reform through the Educational Improvement Act (1984) and business-education partnerships are paying dividends in school improvements and gains in student performance. One

ED 337 907 EA 023 435

Bader, Beth D.
"Abbott v. Burke" vs. New Jersey: Policy, Politics and Political Economy.
PUB DATE- Apr 91
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; Economic Factors; Economic Impact; *Educational Equity (Finance); *Educational Finance; *Educational Policy; Elementary Secondary Education; *Finance Reform; *Policy Formation; Political Issues; Public Schools; State Aid
IDENTIFIERS- *New Jersey

Local funding and the resultant limited access to quality programs have created disparities in school funding because of disparities in local wealth. Two issues that control policies of New Jersey's school finance are addressed in this paper. The first is the behavior of government, specifically the responses of elected officials and bureaucrats to judicial directives, in the context of political economy. The second issue is the interaction of state economic environment and educational finance policymaking, particularly in a time of economic downturn and scarce resources. In the context of these two issues, the paper narrows the discussion of complex education finance issues to New Jersey's "Abbott v. Burke" case and the legislative response--the Quality Education Act (QEA). Attention is given to the constructs in political economic thought that may be applied to an analysis of the environment within which the discussion of educational finance takes place. The case study of New Jersey's "Abbott v. Burke" decision and the QEA elaborates on the background, history, decision, special needs districts, government response, and economic factors. In conclusion, a synthesis of the political economy constructs is provided in order to frame the case in the wider political issues. (22 references) (RR)

ED 337 908 EA 023 436

Brown, Sally
Media Education: Curriculum, School Policy and Management.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Curriculum Enrichment; Curriculum Guides; *Educational Media; Educational Resources; *Educational Technology; Elementary Secondary Education; Foreign Countries; Policy Formation
IDENTIFIERS- *Media Education; *Scotland

Outcomes of a pilot program designed to develop media education in Scottish primary and secondary schools are presented in this report. Methodology involved document analysis, classroom observation, postlesson interviews with teachers, and two sets of interviews with staff from four secondary and four primary schools--staff consisting specifically of one senior management answers the following theoretical and practical questions: (1) What is the nature of first language reading? (2) What is the nature of second language reading? (3) What is the relationship between reading and writing? (4) Is inner speech (i.e., phonological coding) important for reading comprehension? (5) What role can ASL play in the teaching of literacy skills? (6) Is the use of only ASL sufficient for the development of reading and writing? Three models of the reading process, namely, the text-based, reader-based, and interactive approaches, are described. Interactive social-cognitive theories are then applied to second language reading. The interrelatedness of reading and writing is noted, and evidence of the importance of speech coding for reading comprehension is cited. The paper recommends that ASL be used to teach English literacy skills within the framework of a bilingual minority-language immersion program. ASL's use in teaching cultural components, emerging literacy skills, advanced literacy skills, vocabulary, and comprehension is examined in detail. (48 references) (JDD)

ED 337 929   EC 300 671

Ittenbach, Richard F.; And Others
Community Adjustment of Young Adults with Mental Retardation: A Developmental Perspective.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 91
NOTE- 36p.; Paper presented at the University of Minnesota Sport Science Institute (Minneapolis, MN, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Development; Developmental Stages; *Mental Retardation; Needs Assessment; *Normalization (Handicapped); *Personal Autonomy; Recreation; *Social Integration; Social Services; Wages; *Young Adults

This literature review on young adults with mental retardation brings together two previously disparate areas of research, community integration and young adult development. After a discussion of various theories addressing the young adulthood stage of development, the paper summarizes research on young adults with mental retardation in the following domains: (1) social integration (findings emphasize the passive, solitary, family-dependent nature of their lives and the need to promote greater social integration); (2) recreational/leisure integration (stresses the need for greater opportunities to learn and enjoy recreational activities); (3) economic integration (points out that the right to manage one's own income should be respected as much as possible); and (4) support services (in the areas of residential, vocational, and other services) and barriers (especially attitudinal) to community integration. Includes 110 references. (DB)

ED 337 930   EC 300 672

Sandieson, Robert
Common Mental Representation: A Cognitive Guide to Promoting Wide Generalization.
PUB DATE- May 91
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (115th, Washington, DC, May 19-23, 1991).

distributors of specially designed sports equipment and games, including games and balls with sounds. (JDD)

ED 337 949 EC 300 691

Making Friends: Developing Relationships between People with Disabilities and Other Members of the Community.
PUB DATE- 90
NOTE- 101p.; For related document, see EC 300 692 and ED 318 157. Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; Community Programs; *Disabilities; *Friendship; *Interpersonal Relationship; Normalization (Handicapped); Program Development

This monograph presents principles and insights drawn from interviews and scholarly sources on the development of friendships between persons with disabilities and the nondisabled. Vignettes at the end of each chapter illustrate the chapter's principles. The first chapter looks at why friends are important and discusses intimacy and affection, feeling valued, companionship, taking risks, breaking away from services, support and advocacy, and friendship's contribution to a normal life. The next chapter looks at obstacles to friendship. These include misperceptions, few opportunities to develop friendships (e.g., how services may be an obstacle to developing friendships and may contribute to role confusion); inadequate supports; and other aspects of friendship such as the qualities of friendship, reciprocating friendship, conditions enhancing friendship, availability, and chemistry. The fourth chapter looks at different approaches to building friendships. Discussed are a University of Alberta matching program, a British Columbia program fostering community development with self advocacy, the use of social networks to build friendships and bridges to the community (e.g., being in integrated settings, finding bridgers, and building bridges for disabled individuals to their communities). Includes 79 references. (DB)

ED 337 950 EC 300 692

Leisure Connections: Enabling People with a Disability To Lead Richer Lives in the Community.
PUB DATE- 89
NOTE- 62p.; For related documents, see EC 300 691 and ED 318 157.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Friendship; *Goal Orientation; Group Discussion; Group Guidance; Individual Development; *Leisure Education; Planning; *Recreation; *Social Support Groups

The manual offers a process and suggestions to help support groups working to make disabled individuals less dependent on professional recreationists and segregated programs. The manual is divided into 10 steps and can be completed in a 1-day intra-psychological processing that allows for higher levels of functioning. Coping development is the daily visible expression of intelligence, involving sensorimotor development and cognitive development. The need to examine such adaptive behavior factors as rate of learning and social awareness is noted. (JDD)

ED 337 970   EC 300 712

Leland, Henry
Intelligence and Adaptive Behavior Revisited.
PUB DATE- 12 Aug 90
NOTE- 7p.; Paper presented to the Annual Meeting of the American Psychological Association (Boston, MA, August 12, 1990). For a related document, see EC 300 711.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability Identification; *Adaptive Behavior (of Disabled); Classification; Coping; *Handicap Identification; *Intelligence; Interaction; *Mental Retardation; Research Needs

Intellectual functioning is the product of an interaction among a variety of biological, social, and personal experiential factors. The distribution of ability at all levels is dependent on the manner in which the individual has learned to cope with this relationship of forces. This adaptive ability to cope is part of intelligent behavior. The concept of intellectual functioning can be conceived of as five separate, but interacting, areas: the sensory-motor development of the individual, cognition, the rate of learning, adaptive behavior, and social awareness. These continuously interacting elements must be considered in judging and assessing intellectual levels in all persons, including those with the types of atypical brain growth and development associated with mental retardation and developmental disability. Research tasks in this area are noted. (JDD)

ED 337 971   EC 300 713

Fry, Doug
Prereferral Funding: A Model for Promoting System Level Change.
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Conference of the National Association of School Psychologists (22nd, San Francisco, CA, April 17-22, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Financial Support; *Intervention; Mathematical Formulas; *Models; Program Implementation; Referral; School Districts; *School Funds; *State Aid
IDENTIFIERS- *Prereferral Intervention

This paper presents a model for compensating school districts for implementing effective prereferral programs, in order to promote the most appropriate service delivery for all students. The model develops formulae based upon changes in regular and special education enrollment, and includes state monies allocated to special education. Variables in the model include child count in the special education programs, total student enrollment, current school year, baseline year (immediately prior to the initiation of formal prereferral activities),

and Disabilities. Cydline Reviews.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Jun 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; *Chronic Illness; *Cultural Differences; *Disabilities; Employment; *Ethnic Groups; Health Services; Interpersonal Relationship; Parents; Planning; Policy Formation; Program Development; *Racial Factors; Secondary Education; Student Evaluation

This abstract bibliography lists selected resources for addressing race and ethnicity issues with adolescents who have chronic illnesses and disabilities. References are dated from 1980 to 1991. First, 18 references provide general information about the issues of cultural competence and cultural diversity for health care professionals, educators, parents, and program planners. The next section lists 18 principles of a culturally derived program taken from "Policy-Planning for Culturally Comprehensive Special Health Services" (Emily Vargas Adams). The major portion of the bibliography consists of references divided into the following categories: education (28), assessment and testing (4), employment (7), health (14), epidemiology (8), parents (5), and psychosocial (10). Also included are addresses of 11 national organizations. (DB)

ED 337 991 EC 300 733

Kontos, Susan; And Others
Neighbor Care: Training Manual for Family Day Care.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Jun 87
NOTE- 271p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; *Child Caregivers; Child Rearing; Curriculum; *Disabilities; *Family Day Care; Infants; Models; Nonprofessional Personnel; Service Workers; *Training Methods; Workshops; Young Children
IDENTIFIERS- *HICOMP PreSchool Curriculum

This manual offers a model and guidelines for developing and delivering a workshop training program for family day care providers to increase their ability to serve young children with disabilities. Model components include recruiting caregivers and children; training caregivers; services to children and parents; ancillary services; and costs. Section One covers the model's philosophy and rationale, recruitment, services for children (including curriculum, therapy, and Individualized Education Programs), services for parents, and costs. Section Two focuses on training and covers: the training approach (stressing the caregiver as an adult learner); workshops (length, methods, materials, topics, evaluation); on-site consultation and supervision (individual mastery plans and guidelines for supervision). Section Three details the six workshops covering: (1) the philosophy of the program and warning signs of possible disability in young children; (2)

of a successful TRP consulting model, and suggests specific hardware, software, and teaching strategies to support students with special learning needs in writing. Section Three highlights research conclusions that have important implications for practice. These include: technology alone is rarely the answer; the principles of effective instructional design and teaching practice also apply to technology-based instruction; computers can help special needs students develop automaticity and problem solving skills; the computer is a collaborative tool; and students need basic machine skills. A list of 17 recommended readings to support the findings is also included. (DB)

ED 338 012 EC 300 754

Trainer's Resource Guide: Program Planning Ideas and Trainer's Resource Guide: Training Materials Design Guidelines.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; College School Cooperation; Competency Based Teacher Education; *Disabilities; *Educational Media; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Instructional Design; *Material Development; Preservice Teacher Education; Program Development; *Special Education Teachers

The first of the two guides presented in this document is intended for preservice and inservice teacher trainers who want to include technology as an integral part of special education training. The guide is divided into five sections. The first summarizes planning issues for university-based programs. The second explores the planning of inservice training programs. The third section describes collaborative efforts among education agencies and institutions of higher education. The fourth section includes planning ideas for individual training events, whether workshops, classes, or seminars. The final section discusses outcomes, including the competencies of training. Inserts throughout the guide provide the thoughts and ideas of experienced trainers. Appendixes include listings of technology competencies for special education teachers used by the University of Kentucky, State of Michigan, and Trenton State College (New Jersey) and forms allowing teachers to evaluate their own technology competence. The second guide offers guidelines for designing any of five types of training materials: authoring courses; desktop publishing; hypermedia; video; computer instruction; and interactive videodisc materials. References accompany each chapter. Also included are lists of trainer recommended software products and training resources in the areas of word processing, desktop publishing, authoring, presentation software, graphics, periodicals, and professional associations. (DB)

ED 338 013 FL 018 891

Coleman, Hywel
Approaches to the Management of Large Classes. Lancaster-Leeds Language Learning in Large Classes Research Project. Report,

deviations, type of therapy most appropriate for the child, and amount of improvement gained. (Author/MSE)

ED 338 033 FL 019 645

Manual para os Pais sobre a Educacao na California = A Handbook on California Education for Language Minority Parents Portuguese/English Edition.
PUB DATE- 90
NOTE- 55p.
LANGUAGE- Portuguese; English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Bilingual Education; Continuing Education; Curriculum Design; *Elementary Secondary Education; English (Second Language); Gifted; Limited English Speaking; Nontraditional Education; Parent Participation; *Portuguese; Program Descriptions; Public Schools; *Pupil Personnel Services; *State Programs; *Student Placement; Testing; Transportation; Uncommonly Taught Languages; Vocational Education

This guide, designed for limited-English-speaking native Portuguese-speaking parents in California and presented in both Portuguese and English versions, is a general reference about the California State educational system. Sections address the following topics in question-and-answer format: matriculation, general information, and transportation; the basic academic program and curriculum; eligibility, placement, promotion, and testing; bilingual education; additional educational programs and services, including continuing, vocational, and adult education, attendance, and opportunities for gifted and talented; parent participation in the schools; and the structure of the public school system. (MSE)

ED 338 034 FL 019 646

Karadsheh, Randa
This Room Is a Junkyard! Children's Comprehension of Metaphorical Language.
PUB DATE- Apr 91
NOTE- 30p.; Presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Children; College Students; Elementary Education; Higher Education; *Language Processing; Language Research; *Listening Comprehension; *Metaphors; Primary Education

Children's understanding of metaphorical language at different ages is explored. Comprehension of sensory, functional, and psychological metaphors was measured with a sentence completion task on kindergarten, second grade, fourth grade, and college subjects. Children's understanding of the metaphors was ordered from best to worst: sensory, functional, and psychological, whereas for adults there were no differences. All groups understood sensory metaphors equally well, but age differences occurred for functional and psychological metaphors. Children frequently offered sensory interpretations of functional and psychological metaphors. The data support the view that general metaphor comprehension is present early. However, because psychological and functional levels of understanding emerge

DESCRIPTORS- Adults; *Age Differences; *Child Language; Contrastive Linguistics; *Dutch; *Grammar; Language Research; Linguistic Theory; *Sentence Structure; Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Subject (Grammar)

An often-noted contrast between child and adult language is that young children produce sentences both with and without lexical subjects even if subjects are obligatory in the adult system. However, in Dutch, there is no such structural difference between the earliest stages of Dutch child grammar and the adult stage where subjects are concerned. The missing subjects in finite structures can not be explained by a prodrop theory. Predictions made with the prodrop theory for Spanish or Italian do not occur in Dutch. Instead, a "topic-drop" theory can explain missing subjects, which occur only in finite sentences when the verb is in first position. In addition, Dutch developmental facts contradict the hypothesis that Dutch children have no sense of verbal inflection of subject-verb agreement. In fact, they appear to have this at an early age. There is no difference between Dutch child and adult language in non-finite structures where there are no person-number features. While there is a subtle difference in possible illocutionary forces in children's topic-comment structures, compared to adults', the systematic difference is non-syntactic, and similar patterns are found in German. Therefore, proposals to explain missing subjects in English through lack of inflection should be re-examined. (MSE)

ED 338 056 FL 019 717

Budwig, Nancy
Do Young Children Linguistically Encode the Notion of Agent?
PUB DATE- Jul 90
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p133-140.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Concept Formation; *Grammar; *Language Acquisition; Language Research; Linguistic Theory; Research Needs; *Self Concept; Young Children
IDENTIFIERS- Semantic Bootstrapping Hypothesis (Pinker)

The claim that children's early word combinations are best described in terms of semantic categories such as agent, rather than abstract categories such as subject, rests on the assumption that 2-year-olds have a notion of agency that acts as a springboard for knowledge of more formal categories. The literature of developmental psychology suggests that by the onset of first word combinations, the concept of agentivity develops only gradually with distinctions made in understanding of "self" and "other" as agent over the first years of life. Review of child language studies suggests that English-speaking children give special linguistic treatment to a subcategory of agency, namely "self as agent," and talk about others as "actors." These findings indicate a need to examine more closely the child's notion of person. Issues needing to be addressed in future research on the role of agency in early child language include the role of speaker perspective, sociocultural factors influencing views of agency, and a methodology for assessing children's early notions of agency. (MSE)

NOTE- 54p.; For the assessment to which this report is background, see ED 326 622.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Comparative Analysis; *Industrial Structure; *Job Training; *Labor Force Development; Manufacturing; *Manufacturing Industry; Retraining; *Skill Development; Staff Development; Teaching Methods; *Technological Advancement; Vocational Education
IDENTIFIERS- *Supply Occupations

A study was undertaken to describe how changes in the network of transactions that occur between manufacturers and suppliers have affected the scope and nature of training and related human resource practices within supplier firms. Data came from the published literature, expert opinion, and a phone survey of 15 individuals ranging from manufactuers, suppliers, to training experts. Findings indicated that markets in which U.S. firms and products were competing became increasingly internationalized over the past decade. For supplier firms, that competitive arena was characterized more by issues of quality and delivery, as opposed to strict price considerations. This, in turn, had a significant impact on the use of advanced production and process technologies and induced major structural changes in relationships between suppliers of parts and components and their original equipment manufacturing (OEM) customers. In turn, the structuring in OEM-supplier relationships had an impact on a variety of business and management practices. Suppliers saw more training as being strategically important but were strapped by the inability to deliver it. The resultant pattern was continued reliance on equipment vendors and other third-party providers. U.S. OEMs and their suppliers were moving toward the "Japanese Supplier Model." Enhancement of training delivery capacity within supplier firms was recommended. (Appendixes include 29 references, survey report, and telephone protocol.) (YLB)

'Generative Word' Process: Women's Iron Will, Haiti"; "Publishing Women's Stories"; "Developing Reading and Writing Skills"; "A Literacy Kit for Peasant Women in Mexico"; "1990 International Literacy Year: Agenda, Comments, Challenges"; "Five Challenges to Women's Literacy"; "Deepening the Issues and Objectives of ILY"; "Sobering Thoughts: Literacy for What?"; "Activating the Network"; "Gender and Popular Education"; "Developing a Balance between Introspection and Action"; "Women, Literacy, and Education in Africa"; "A Critical Moment for Women Educators"; "Fighting Repression, Building Democracy"; "After the Decade: Trends in Funding to Women's Organizations"; "Playing the Funding Game"; "Exploring the Alternatives to State Funding in Canada"; "Questioning Official Development Assistance in the Philippines"; "Literacy: The Critique from Below"; "Battered Women: Breaking the Cycle"; "Self-Help Groups: Working towards an End to Domestic Violence"; "Knowing Our Rights, Defending Our Integrity"; "Norma Virginia Guirola de Herrera: Her Example Lives On"; "The Asian Women's Human Rights Commission"; "The International Sex Trade"; and "Oka Is All of

NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); Competency Based Education; Curriculum Design; *Employment Qualifications; Industry; *Job Skills; *Job Training; Minimum Competencies; Postsecondary Education; *School Business Relationship; Secondary Education; *Standards; Student Certification; Vocational Education

No strong tradition of establishing worker skill standards exists in the United States. The private and public sectors are still struggling with the language used to describe skills necessary for success in the workplace and with the emphasis that should be placed on job-specific and general skills. Information for this paper was obtained primarily from telephone interviews with about 35 individuals representing industry, vocational education, and other groups. Telephone interviews with 16 individuals representing industry associations provided information on the process used in their industries. Industry-wide approaches to identifying and specifying employer skill requirements use various combinations of the following: (1) worker certification or credentialing; (2) program accreditation; and (3) curriculum design tailored to the specific skills needed. The National Institute for Automotive Service Excellence administers competency tests and certifies programs; Printing Industries of America has developed an industry certification program; and the American Bankers Association's American Institute of Banking concentrates on skills upgrading of employees. Interviews with nine state vocational educators show the process of obtaining industry validation of skills taught in public programs, beginning with identification of statewide competencies that must be used in programs. Nationally administered programs that use industry-based skills standards are the Department of Labor's apprenticeship approach and the Job Corps. Public policy issues related to national skills standards concern decisions about use of skill standards, a process for a national approach to individual certification, and assessment of skills. (YLB)

PUB DATE- Jun 87
NOTE- 165p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; *Community Colleges; *Educational Improvement; *Employment Patterns; Females; Graduate Surveys; High School Equivalency Programs; *High School Graduates; High Schools; Males; *Outcomes of Education; Program Improvement; Two Year Colleges; *Vocational Education; Wages
IDENTIFIERS- *Guam Community College

A follow-up survey of 1986 graduates of Guam Community College was conducted to chart graduates' progress and to gauge the effectiveness of the college's programs. A total of 382 graduates were surveyed; 185 of them had received high school diplomas through the college-high school cooperative vocational education program. The rate of response for secondary graduates was 74 percent, 60 percent for apprenticeship and training graduates, 73 percent for postsecondary graduates, and 26 percent for adult high school graduates. The study found that the majority of the respondents were employed; respondents were generally satisfied with their current employment and were earning more than the average worker of their age or occupational group. The majority of respondents felt that the training they received from the college was a contributing factor in obtaining employment. Employers of the graduates also were pleased with their work and attitudes. Recommendations were made to update curriculum frequently, to promote student activities, to increase career counseling, and to make educators and employers in the community more aware of the benefits of the education provided by the college. (The report includes 45 tables and 6 figures; appendixes provide data collection instruments.) (KC)

programs/schools indicated that its criteria fell into a matrix of commonly accepted practice as identified through a literature review. With regard to the relationship with industry, survey results supported what was current practice with the MET internship, with few exceptions. Results confirmed that: (1) industry participants found the current 10-week internship acceptable and would accept a program revision to include a 20-week dual internship; (2) the faculty internship coordinator played only a limited role in interns' onsite activities; (3) compensation should be negotiated between the intern and intern site; and (4) potential sites would be highly receptive to having interns available throughout the year. (Appendixes include 29 references, curriculum requirements, and the instrument.) (YLB)

ED 337 665 CE 059 334

Mohan, Donna K.
Evaluating Presentation Skills of Volunteer Trainers.
PUB DATE- 28 Nov 88
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Educators; Participant Satisfaction; Peer Evaluation; *Self Evaluation (Individuals); Student Evaluation; *Teacher Evaluation; Teacher Improvement; *Teaching Methods; *Trainers; *Training Methods; Volunteers; Volunteer Training

A systematic method for evaluating the presentation skills of volunteer trainers would enable the discovery of hidden problems. It would also increase individual trainer skills and satisfaction and improve the overall effectiveness of the training program. A first step is to determine the general presentation skills a successful volunteer trainer should have. The purpose of trainer evaluations should be to determine the trainer's level of development and prescribe necessary help to improve in the areas where skill is lacking. Volunteers should also be asked the qualifications/characteristics they think are needed and be allowed to rank them themselves. Perhaps the most useful assessment is a self-evaluation in which volunteer trainers assess their own strengths and weaknesses. In addition to a periodic self-evaluation, examples of other forms helpful in evaluating platform or presentation skills are evaluations by peers, participants, and the trainer's supervisor. Results of evaluations can be used to develop a personal self-improvement plan. (This report includes forms for self-evaluation, standard evaluation, participant evaluation, peer evaluation, and supervisor's evaluation as well as a sample self-improvement plan form.) (YLB) production processes; production organization; the enterprise system; material testing; structure classification; company management--construction and manufacturing; product development; simulation of automation; space production systems; human-powered vehicle; the tower of pasta; materials assembly; using robots in industry; consumer goods; name that material; types and grades of production materials; calculating quantities and costs of production materials; basic robotics; introduction to problem solving; advanced problem solving--teamwork; rafter lengths for roof construction; concrete design and construction; a structural framing model; basic blueprint reading--architectural plans; designing and building an aluminum can crusher; building a home recycling center; exploring space-based construction; foundation structures; and structures and forces of nature. Each module includes an instructor's resource sheet and the student laboratory activity. Each instructor's resource sheet may include the following elements: module number; activity topic; estimated time; essential elements; objectives; activity summary; teaching tips; instructional strategy; equipment/supplies; evaluation key; and support materials. Each student activity may include the following elements: module number; activity topic; activity overview; objectives; vocabulary/concepts reinforced; equipment/supplies; introduction; procedure; evaluation; and support materials. (NLA)

ED 337 702 CE 059 476

Charters, Alexander N.; Charters, Margaret
Report of the World Conference on Comparative Adult Education (Ibadan, Nigeria, October 7-11, 1991).

PUB DATE- Oct 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; *Comparative Education; *Developing Nations; Economic Development; *Educational Needs; Educational Research; Educational Theories; Educational Trends; Foreign Countries; *Futures (of Society); International Educational Exchange

This packet contains three papers from the World Conference on Comparative Adult Education (CAE). The first consists of the opening ceremony remarks by Alexander N. Charters reminding participants of the work of previous conferences and urging worldwide learning. The second paper is a report of a meeting of the Committee for Study and Research in Comparative Adult Education (CSRCAE). It defines and describes comparative adult education and discusses the nature of the committee. Plans to update the bibliographies of the CAE Association are announced. The final paper in the packet, by Margaret and Alexander Charters, summarizes the activities of the conference. Their report notes that the conference was the first to be held in a developing nation (Nigeria) and goes on to describe the six subthemes discussed at the conference: (1) the need for and relevance of CAE to social and economic development; (2) emerging theories and methodologies in CAE; (3) implications for CAE of recent research in other disciplines; (4) studies and research on CAE relevant to policy; (5) focal issues for CAE in the immediate future; and (6) means of exchange and knowledge about CAE. Actions for the future are suggested. (KC)

PUB DATE- 89
NOTE- 107p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Admission; *College Preparation; *Counselors; Early Intervention; High Schools; *Parents; Parent School Relationship; Parent Student Relationship; Parent Workshops; Transitional Programs
IDENTIFIERS- *Parents and Counselors Together Program

The Parents and Counselors Together (PACT) guide is intended as a resource for helping parents help their children prepare for and make successful transitions toward college admission. The first section presents overview information, including a discussion of the concept of early intervention as a tool for college preparation. It offers strategies for involving target audiences in the PACT program. The following section contains these four modules: (1) building a foundation for educational success; (2) charting a challenging high school experience; (3) the road to college; and (4) paying for college. Each module is broken down into four parts: objective; message; methods; and resources. The objective section describes the goals that the trainer will be attempting to accomplish. The basic message that PACT trainers should convey to parents is presented in outline or graphic form whenever possible in the message section. Each trainer is encouraged to enhance the basic message by adding information of local importance or interest. The methods section offers training suggestions that will aid in conveying the message, including discussion questions and ideas for action by parents after their participation in the PACT program. The resources section contains materials that can be copied for use as handouts for parents, and identifies publications, brochures, and related materials that can be acquired as supplemental information. A general bibliography of resources and bibliographies for specific modules are provided. (LLL)

Transmitted Diseases (STD's); School-Based Clinics; and Substance Abuse. The number of citations each year is as follows: 1988 (118); 1989 (130); 1990 (146). (ABL)

ED 337 743 CG 023 740

Pires, Sheila A.; Silber, Judith Tolmach
On Their Own: Runaway and Homeless Youth and Programs that Serve Them.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.; National Inst. of Mental Health (DHHS), Rockville, MD. Child and Adolescent Service System Program.
PUB DATE- Jun 91
NOTE- 285p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; Agency Cooperation; Financial Support; Health Education; *Homeless People; Housing Needs; Individual Needs; Organizations (Groups); Program Content; *Runaways; Social Services; Substance Abuse; Trend Analysis; *Urban Youth; *Youth Problems

This monograph discusses runaway and homeless youth and the programs that serve them in seven large and medium-sized cities throughout the United States. The monograph focuses on the characteristics and service needs of these youths and the demands they pose for service providers. It examines how the population and the service environment have changed since passage of the Runaway and Homeless Youth Act of 1974 and whether public policies and practices have kept pace with these changes. It looks at social and practice issues confronting providers and policymakers and highlights viable strategies that have been developed by programs to serve this population of youth effectively. This monograph is based on in-depth examinations of programs in Albuquerque, New Mexico; Boston, Massachusetts; Chicago, Illinois; Des Moines, Iowa; Iowa City, Iowa; San Diego, California; and Seattle, Washington. During site visits extensive interviews were conducted with staff and funders. The following issues were discussed: (1) essential services, including substance abuse prevention, mental health, Acquired Immune Deficiency Syndrome (AIDS) prevention and education, medical and dental care, housing, emergency shelter, education, and employment and training; (2) organizational issues and strategies including policies and values, boards of directors, staff recruitment, management information, research and evaluation, volunteers, and youth and family involvement; (3) funding; and (4) interagency collaboration. References are included. Nine appendices include a list of the programs studied, excerpts from AIDS education manuals and policy and procedures manuals, and various documents specifically pertaining to individual programs. (ABL)

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- Computer Uses in Education; *Content Area Reading; Cooperative Learning; *Family Involvement; Intermediate Grades; Middle Schools; Reading Aloud to Others; Reading Comprehension; Reading Diagnosis; Reading Improvement; Reading Material Selection; Reading Writing Relationship; Secondary Education; Two Year Colleges; Vocabulary Development
IDENTIFIERS- Trade Books

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on reading in the middle and high school, and includes material on reading aloud to students, reading-writing relationships, reading across the curriculum, improving reading comprehension, computers and reading instruction, selecting reading materials, family involvement, and reading assessment. The collection also includes information on content area reading, cooperative learning and reading, trade books in the classroom, administrators and the reading program, and vocabulary instruction. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), an order form, and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

Secondary Education; Student Reaction; Teacher Student Relationship
IDENTIFIERS- *Middle Track Students

A study examined the patterns of talk in discussions of literature in classrooms where students are labeled "average," and examined the perspectives of teachers and students in such classrooms on the goals and difficulties of discussions of literature. Five English teachers and their 8th- through 12th-grade students participated in classroom discussions about literature, and a few were selected for case study interviews. Interviews revealed that teachers saw the teaching of literature as an important enterprise and saw literature itself as a teacher. They viewed the difficulty in achieving student-centered, "democratic" discussions as stemming from middle-track students' disinterest or inability to participate. Interviews with selected students revealed that they too saw discussions as necessarily teacher-centered, given the clientele of the classes. Analyses of the classroom discussions indicated that: teachers dominated the discussions; teachers and students were most likely to make informative statements when holding the floor; students' remarks were usually reflective of the kinds of questions teachers asked; and teachers used their responses to students' contributions to acknowledge or restate what students had said. Results also demonstrated that although participants in this and prior studies with college-bound and remedial students had very different perspectives on the purposes discussions are to serve, the discussions themselves were more alike than different in all measured areas. (Fourteen tables of data are included; one appendix containing an annotated excerpt from a class discussion is attached.) (PRA)

areas. Each guideline is accompanied by a brief, clearly written explanation, a few references, and a number of examples of textbook features that are in accord with the selection criteria or that violate them. (An evaluation chart for judging language arts textbooks is attached.) (SR)

ED 337 802 CS 213 062

Gibson, Walker; Lutz, William
Doublespeak: A Brief History, Definition, and Bibliography, with a List of Award Winners, 1974-1990. NCTE Concept Paper Series. Concept Paper No. 2.
PUB DATE- 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Communication (Thought Transfer); Language Role; *Language Usage; Lying; Persuasive Discourse
IDENTIFIERS- *Doublespeak; Rhetorical Strategies

Defining doublespeak as language which pretends to communicate but really does not, this concept paper contains two essays, the first an introduction to doublespeak by Walker Gibson, which offers information on the formation and activities of the 36-member Committee on Public Doublespeak, and considers the history and nature of doublespeak. The second essay, "Notes toward a Definition of Doublespeak (Revised)," by William Lutz, outlines four kinds of doublespeak (euphemism, jargon, bureaucratese, and inflated language), and provides examples. The paper also includes a 28-item selected bibliography, a list of Doublespeak Award winners from 1974 to 1990 explaining reasons for the award and giving examples, and a list of the George Orwell winners from 1975 to 1990. (RS) production, and statistical control processes, IPB achieved zero defects and on-time delivery. Lessons learned from this experience are: (1) a remarkable uniformity of product can result from widely diverse processes; (2) ethics and values are central to the decision-making processes at IPB--the people at IPB really care about other people and still get a job done; (3) organizational theorists and practitioners err when they use labels for people which attribute systemic effects to individuals; and (4) organizational scholars and practitioners alike need to move away from linear, reductionist language when describing organizational activities, toward a more process perspective. By reflecting on actual organizational practices such as the ones at IPB, communication scholars can begin to forge the link between theory and lived experience. (RS)

ED 337 822   CS 507 570

Dace, Karen L.
Conflict and Group Decision-Making: A New Approach.
PUB DATE- Apr 91
NOTE- 33p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Conflict; *Conflict Resolution; *Decision Making; *Group Dynamics; Interpersonal Communication; *Research Needs
IDENTIFIERS- Communication Strategies; *Decision Theory

In the opinion of decision-making scholars, conflict is a natural component of group decision-making. A new direction for conflict and group decision-making theory and research will help dispel the confusion as to the promotive or disruptive nature of disagreement in group decision-making. Conflict literature is replete with descriptions of the strategies and tactics available to individuals engaging in interpersonal conflict. Theory building in this area requires answers to questions about the strategies and tactics most employed by decision-making groups, and the identification of new strategies and tactics, for example: (1) What strategies and tactics do decision-making groups use to manage disagreements? (2) Are there strategies or tactics for disagreement management in groups other than those discussed in existing conflict literature? and (3) What is the relationship between strategies and decision quality? While much has been gained from the study of cooperative and competitive climates, work habits, and the like as they relate to conflict, important questions remain. Extant research has failed to explain the positive or negative effects of conflict, nor has it revealed anything of the natural responses to disagreement. (Thirty-six references are attached.) (RS) basis; (4) staffing of the Speaking Center was not of concern to the students; (5) much of the Speaking Center's focus should be on speech anxiety and class presentations; and (6) students exhibited a strong preference for one-on-one help. Findings favor the continued pursuit of the proposed Speaking Center project. (Two appendixes of data are attached.) (RS)

ED 337 842 EA 022 869

Borofka, Jane; And Others
Intergenerational Programs of Owen-Withee Elementary School.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Programs; Elementary Education; *Intergenerational Programs; *Intergroup Education; Intergroup Relations; *Older Adults; *School Community Relationship
IDENTIFIERS- *Owen Withee School District WI

Intergenerational programs designed to increase cooperation, interaction, and exchange of ideas between Owen-Withee Elementary School students and older residents of the Clark County Health Care Center (Wisconsin) are described in this collection of information and activity sheets. Activities such as a grandparents' day and a pen pal program are described. Program plans, worksheets, and guidelines for increasing student awareness are also provided. One figure is included. (LMI) with legislators, committee staff, and legislative agency staff were conducted in 6 states--Arizona, California, Florida, Georgia, Minnesota, and Pennsylvania--to examine the constraints of legislative monitoring, the resources for legislative control of implementing agencies, and the extent to which legislatures use available resources to oversee implementation contracts. Principal-agent theory suggests that in all contractual relationships information is distributed unevenly among the contracting parties, skewed in favor of the agent. Data from the states illustrate how legislatures drew on their institutional and political resources to enhance their access to information and their control over contract implementation. Three tables are included. (27 references) (LMI)

ED 337 864 EA 023 383

Research and the Renewal of Education: A Report from the National Academy of Education. Project on Funding Priorities for Educational Research.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Financial Support; *Research Coordinating Units; *Research Needs; *Research Problems; *Theory Practice Relationship

As Americans strive to reform and restructure schools and design programs that prepare young people for a new century, education policy and practice must be guided by the best that is known about education and all areas of inquiry related to learning, schooling, and young people. The academy suggests ways in which the organization and character of research can be changed to improve its application to policy and practice. Also, the answers to our education problems are found in creating new connections between what is discovered through research and what schools and teachers do in their policies, procedures, and instructional practices. The report presents a national research agenda focusing on five priority areas expected to spark positive changes in schools. These areas include: (1) active learning over the lifespan; (2) assessment; (3) bolstering achievement of historically underserved "minority" and impoverished groups; (4) school organization; and (5) the connection to teachers and teaching. The report provides concrete examples of some of the best research that has been done in the last 20 years, pointing to the major breakthroughs influencing schooling and classroom practice, including cooperative learning, school finance, reading and writing, educating students with disabilities, grade retention, and testing. Examined in detail are the levels and types of funding for educational research. The recommendations for action involve funding and support, quality control, the organization of research, incentives for researchers, and linking research to practitioners. (RR)

key factor is the continued involvement of business leaders and business organizations in monitoring and supporting full implementation of reforms. Four stages of business involvement are described. The first is the development of reforms and ownership where contributions by business leaders' included a privately funded poll, grassroots advice, and business leaders' participation in reform strategy. The second is the selling and promotion of reforms and funding using strategies such as a media campaign, speakers bureau, and information packet. Third, implementation of reforms was supported by a variety of means, including helping individual schools and monitoring implementation. Fourth, business helped to maintain momentum for reforms by fending off attempts to freeze or repeal reforms, by recognizing successes and thus retaining interest, and by pursuing improvement. A new school reform package, called Target 2000, emphasizes new or expanded initiatives that include dropout prevention, basic and higher order thinking skills, and expanded partnerships. A number of examples of improved outcomes and performance are listed. Funding issues are described with conclusions and implications. Information on the Institute for Educational Leadership is appended. (RR)

representative, one teacher involved in both teaching and decision-making, and one teacher involved primarily in teacing from each school Findings indicate that both secondary and primary schools recognized a large number of hurdles to be overcome, yet provided incentives for participating in media education. Despite a limited budget and a lack of sophisticated equipment and exemplary material, schools developed their own innovations. Collaboration among school management, interschool liaisons, and external consultancy are recommended for interdisciplinary development. (LMI)

ED 337 909   EA 023 437

Gaustad, Joan
Schools Respond to Gangs and Violence.
PUB DATE- May 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Responsibility; Delinquency; Elementary Secondary Education; *Emergency Programs; *Juvenile Gangs; Legal Responsibility; Police School Relationship; *Prevention; Program Effectiveness; *School Security; State School District Relationship; Student Rights; Terrorism; *Violence
IDENTIFIERS- Safe School Study

Since the 1960s, crime and violence have been increasing in schools. This document focuses on crime involving physical harm or the threat of physical harm to a student or staff member on school grounds or at school events. Chapter 1 reviews past trends in school violence, describes the current extent of the problem, and explores some of its causes. Effective ways of dealing with chronic problems other than gang activity are covered in chapter 2, and actions specifically aimed at established gang activity are dealt with in chapter 3. Chapter 4 describes how to prepare for and respond to unpredictable crisis situations. Finally, prevention efforts are discussed in chapter 5. Based on recommendations of experts and experiential accounts of school personnel, the most important steps in combatting school violence can be summarized as follows: (1) acknowledging existing school violence, or the possibility of its developing in the future; (2) planning ahead for all reasonable contingencies; (3) developing written policies and clearly communicating them to staff and students; (4) training staff and students in techniques for applying those policies; and (5) cooperating with the community and other agencies. The appendix lists additional information about programs cited, and the names and addresses of nine persons interviewed. (44 references) (MLF)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Cognitive Processes; *Generalization; Instructional Effectiveness; Learning Strategies; *Mental Retardation; *Number Concepts; Secondary Education; *Teaching Methods; *Transfer of Training

This study addressed the problem of promoting generalization of knowledge in people with mental handicaps, by presenting an approach based on the idea that certain cognitive representations of strategies and related concepts are common to solving a wide variety of problems. The surface context of these problems may vary considerably, but all will require the use of a common mental representation. The example used in the study was numerical evaluation, which is required in a wide variety of contexts including time telling, money skills, science, social numeric tasks, and graphic copying. Educable and trainable teen-aged students (N=13) were taught numeric evaluation skills using a guided discovery approach and then were found to be able to use their knowledge in a wide variety of situations. Numerical evaluation questions and generalization questions are appended. Includes eight references. (Author/DB)

ED 337 931 EC 300 673

McNair, Jeff
Co-Worker Involvement in Employment Programs for Persons with Mental Retardation.
PUB DATE- Jun 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Advocacy; Employees; Friendship; Helping Relationship; *Interpersonal Relationship; *Mental Retardation; Peer Relationship; *Role Perception; *Social Integration; *Supported Employment
IDENTIFIERS- *Coworkers

This paper reviews recent literature related to co-worker involvement in non-sheltered community-based employment programs for persons with mental retardation. Discussion of co-worker roles is categorized into six areas: training, associating, befriending, advocating, evaluating, and information giving. Also discussed are other variables potentially influencing co-worker involvement, including integration variables (physical integration, social integration, and vocational integration) and factors related to characteristics of individuals, the employment site, and employment in general (supported employment model, type of job, etc.). The existing research shows that co-workers are involved with employees with handicaps in at least the six areas described. Includes 41 references. (Author/DB) meeting or over a period of weekly meetings. Step 1 focuses on leisure, what it is and how it happens. Step 2 helps the group to establish goals for the future with the supported person. Step 3 takes the group through the difficulties possibly encountered in achieving the goal; Steps 4, 5, and 6 all examine aspects of the connections between friendship and leisure. Step 7 focuses on a plan which allows for the individual's needs, strengths, gifts and desires. Step 8 takes the group from planning to action, while Step 9 looks at the group's own future roles and directions. The final step, 10, is a concluding exercise and considers ramifications of achieving the plan. The book ends with a number of resource lists. Includes 8 references. (DB)

ED 337 951 EC 300 693

Poor Places: Disability-Related Housing and Support Services.
PUB DATE- 90
NOTE- 144p.; Cover title (which varies from title on title page) is: "Poor Places: Disability-Related Residential and Support Services."
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Delivery Systems; *Disabilities; *Financial Support; Foreign Countries; Government Role; *Housing; Needs Assessment; *Policy Formation; *Public Policy; *Services
IDENTIFIERS- *Canada

This book examines disability related housing and support services in Canada. It describes the major sources of funding supporting these services and analyzes associated problems. A variety of policy options for improving the availability and quality of disability-related housing and support services is offered. The first chapter briefly describes the focus of the study and the second one describes funding arrangements including funding auspices and methods of transferring funds. Covered in chapter 3 on funding sources are programs funded by the Canada Mortgage and Housing Corporation (e.g., the Residential Rehabilitation Assistance Program, the Rent Supplement Program, the Non-Profit Housing Program, and the Cooperative Housing Program); the Canada Assistance Plan; and other established programs. Discussed next is the interaction of funding sources. Chapter 5 provides an analysis of such topics as fragmentation of service, restrictive criteria, rigid rules, lack of service, residual orientation, service income linkages, administrative barriers, attitudinal barriers, standards, lack of control, lack of privacy, and need for changes. Chapter 6 identifies policy options in the areas of affordable housing, support services, and personal supports. Recommended are more funds for the provision of generic services, increased funding for housing assistance programs, and restructuring of funding arrangements. (DB) average reimbursement per special education student, number of students reduced in child count due to prereferral activities, ratio of cost per prereferral student to special education student, and district's reimbursement for prereferral activities. A hypothetical application of the prereferral funding model is offered. (JDD)

ED 337 972 EC 300 714

The Nature of Services Provided Students with Traumatic Brain Injury in Virginia.
PUB DATE- May 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Delivery Systems; *Educational Practices; Elementary Secondary Education; *Head Injuries; *Incidence; State Surveys; Student Characteristics; Student Placement
IDENTIFIERS- *Virginia

A survey of Virginia's local school divisions was conducted to obtain data on the number of students in Virginia with traumatic brain injury (TBI) and the nature of the services provided to them. A definition of traumatic brain injury is presented, and disorders resulting from TBI are listed, followed by a list of services required by this population. Based on the Head Injury Registry, the incidence figure given for Virginia was 13,203 persons aged 2 through 22. Survey responses were received from 78 school divisions and the Virginia School for the Deaf and Blind, representing 60% of the students in public education in the state. Through the survey, 133 students with traumatic brain injury were identified, which is projected to a total of 220 students statewide. The largest number of students were within the 14-17 age group. Of the students identified, 84% were served within the public school buildings, with the majority being served by special education in self-contained classrooms. A significant number of students were receiving (in addition to academic instruction) physical and/or occupational therapy, functional living skills instruction, special transportation, speech and language services, and health monitoring. Other services received were adapted physical education, counseling, vision therapy, vocational skills, and cognitive retraining. Few students received the benefits of transition services. School division personnel indicated a need for information regarding the provision of services to TBI students. Implications and recommendations are offered. (JDD) characteristics of quality child care; (3) implementing a diagnostic/prescriptive curriculum (the HICOMP PreSchool curriculum) in the family day care situation; (4) teaching methods and legal rights of handicapped children; (5) effective methods of behavior management; and (6) helping families of handicapped children. Extensive handouts are included. A separate section lists print and audiovisual information resources. Ten appendices provide additional forms, evaluation instruments, and planning aids. References accompany most sections. (DB)

ED 337 992 EC 300 734

Kovach, JoAnne; Kjerland, Linda
Project Dakota Final Report: 1983-1986.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 88
NOTE- 98p.; For related documents, see EC 300 735-736.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Rearing; Community Programs; Curriculum Development; *Delivery Systems; Demonstration Programs; *Developmental Disabilities; *Disabilities; *Early Intervention; *Family Programs; Individualized Programs; Infants; Models; *Parent Education; Preschool Children; Preschool Education; Program Evaluation; Services
IDENTIFIERS- Developmental Delays; *Minnesota (Dakota County)

This final report describes Project Dakota, an early intervention demonstration project serving newborns to preschoolers with developmental delay or disability in Dakota County, Minnesota, from 1983 to 1986. The first chapter describes the project model (which focuses on increasing the effectiveness of parents in fostering the child's development) and project goals. Chapter II describes characteristics of the parents and 31 children (mean age at enrollment 27.6 months) served by the project. Implementation and evaluation results are presented in Chapter III, including measures of relative participation in planning and programming by staff, parents, and community and staff role in inservice delivery and consultation. Measures of outcome are described in Chapter IV. Results include data specifying child change, including the separate effects of maturation and intervention; children's contact and interaction with peers; family needs targeted by intervention; parent satisfaction; interagency response; and program operation costs. Chapter V summarizes the implementation and outcomes of the model and concludes that the family-oriented, community-based services model was fully implemented and highly effective, successfully utilizing individualized, flexible, functional curricula and services and challenging established practice which stresses structured programming driven by developmental goals. Appendixes provide evaluation forms and data. (14 references) (DB)

No. 11.
SPONS. AGENCY- Bell Educational Trust, Cambridge (England).; British Council, London (England).
PUB DATE- 89
NOTE- 32p.; Also sponsored by the Centre for British Teachers.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Techniques; *Class Size; Comparative Analysis; Foreign Countries; *Language Research; *Large Group Instruction; Postsecondary Education; Secondary Education; *Second Language Learning; Student Participation; Teacher Role; Teacher Student Relationship; *Teaching Methods

Various approaches to the management of large classes identified in the literature are categorized, with information drawn especially from earlier findings of the Lancaster-Leeds Language Learning in Large Classes Research Project. The discussion makes use of sources appearing during the last 150 years, but emphasizes the period since 1960. Three broad categories are identified: (1) two plenary approaches ("There is no alternative!" and "Let the people sing!"); (2) interactive approaches; and (3) compromise approaches. The plenary approaches are both teacher centered and teacher controlled, and the lesson is primarily a lecture but may include audience involvement. Teachers who use them likely see no available alternative. In the interactive approach, actually a continuum of approaches, the teacher deliberately grants opportunities to learners to interact. Compromise approaches, seen primarily in postsecondary institutions, may include inspirational lecturing, written-oral interaction, revolving roles, the "SHOP" experiment, and "repackaging" the combination or required class sizes. Examples of each approach are cited from around the world. Contains 19 references. (LB)

later in development, understanding these kinds of metaphors may be dependant on specific domain knowledge. (Author/JL)

ED 338 035 FL 019 651

Young, Dolly J.
Reading Strategies and Texts: A Research Study on the Question of Native and Non-Native Reading Strategies and Authentic versus Edited Texts.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Language Processing; Language Proficiency; Language Research; *Metacognition; *Reading Comprehension; Reading Materials; *Reading Strategies; Second Language Learning; Spanish; Success; Transfer of Training; Translation
IDENTIFIERS- *Authentic Materials

The problem of lack of information regarding the relationship among second language students' language ability, metacognition, and reading materials is examined. The study investigates how reading strategies transfer from the native language to the second language within an interactive and compensatory processing model framework. It examines the similarities and differences in processing within the foreign language (e.g., Spanish) on the basis of text-type (authentic versus simplified). Findings suggest that students process passages in the foreign language differently compared to their processing of the native language. Strategies of successful readers in the foreign language, however, tend to resemble strategies used in the native language. Strategies used to process edited texts are significantly different from those used for processing authentic texts. Successful reading comprehension by text appears to be more a function of either strategies employed or background familiarity, and not language proficiency. Contains 82 references. (Author/LB)

ED 338 057 FL 019 718

DeLancey, Scott
Cross-Linguistic Evidence for the Structure of the Agent Prototype.
PUB DATE- Jul 90
NOTE- 8p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p141-147.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Contrastive Linguistics; *Grammar; *Language Acquisition; *Language Processing; Language Research; Linguistic Theory; Self Concept; *Tibetan

A discussion of agency looks at cross-linguistic evidence concerning the place of volition, animacy, and person in a model of agentivity. Two views of agentivity are presented as complementary rather than mutually contradictory. Data from Lhasa Tibetan that support a less restrictive notion of agency than is often assumed are presented. In this approach, neither animacy nor volition is an essential part of the definition. Evidence suggesting a much more restrictive notion of agentivity, in which the prototypical Agent is not only human and acting volitionally, but is also first person, is offered. It is proposed that agentivity can be defined as the first identifiable cause of an event, and that this is the basis of the elaborated agentive prototype in which volitionality figures. It is concluded that the Tibetan data suggest that agentivity is experientially based, but the full agentive prototype can be experienced only subjectively. This evidence for the relevance of person to the agent prototype is seen as being of particular interest in light of acquisitional evidence that predication of speaker agentivity appears earlier than attribution of agentivity to others. (MSE)

ED 338 058 FL 019 719

Gropen, Jess
Bootstrapping from Agency: Early Notions of Agency According to Pinker's Semantic Bootstrapping Hypothesis.
PUB DATE- Jul 90
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p148-155.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Concept Formation; Contrastive Linguistics; Grammar; Interpersonal Communication; *Language Acquisition; *Language Processing; Language Research; Linguistic Theory; Parent Child Relationship; Syntax
IDENTIFIERS- *Semantic Bootstrapping Hypothesis (Pinker)

A fundamental problem in language acquisition is determining how children learn the formal vocabulary of the adult grammar. A proposed solution is the Semantic Bootstrapping Hypothesis (SBH), which states that children infer the identity of syntactic entities such as "subject" in input based on the presence of semantic entities such as "agent." The hypothesis is a source of insight into and constraints on early notions of agency. For bootstrapping to work, children must be able to detect the presence of agents in parent-to-child speech/contexts. Because young children have not mastered the nuances of verb meaning, parents must use words whose semantic representations correspond closely to the child's conceptual encoding of a situation. A primitive notion of agency underlying this type of bootstrapping is developed in S. Pinker's theory of semantic representation. Furthermore, this research can account for some major variations in agency found across languages. Finally, SBH is supported by developmental evidence showing that children have syntactic categories and are sensitive to semantic information about agency. (Author/MSE)

ED 338 059 FL 019 720

Van Valin, Robert D., Jr.
Semantic Roles and Grammatical Relations.
PUB DATE- Jul 90
NOTE- 9p.; In: Papers and Reports on Child Language Development, Number Twenty-nine. California, Stanford University, 1990. p156-163.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; Contrastive Linguistics; *Grammar; *Language Acquisition; Language Research; Linguistic Theory; *Semantics; Uncommonly Taught Languages

The nature of semantic roles and grammatical relations are explored from the perspective of Role and Reference Grammar (RRG). It is proposed that unraveling the relational aspects of grammar involves the recognition that semantic roles fall into two types, thematic relations and macroroles, and that grammatical relations are not universal and are not constituted in the same way in every language in which they exist. The concepts of thematic relations, semantic macroroles, and grammatical relations are explained, and evidence of cross-linguistic variation in grammatical relations is presented from a variety of languages including Acehnese, Zapotec, Walpiri,

ED 338 083 FL 019 809

Marshall, Terry
The Whole World Guide to Language Learning.
PUB DATE- 89
NOTE- 168p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Acculturation; Communication Skills; Cultural Context; Evaluation Methods; Feedback; Interpersonal Relationship; *Language Skills; Lesson Plans; *Mentors; *Second Language Learning; *Travel

An in situ or "on location" approach to language learning is presented for people going abroad for an extended period of time. The approach features two components: (1) the use of a mentor (native speaker who lives in the community and serves as a guide); and (2) the "daily learning cycle" of planning, practicing, communicating face-to-face, and evaluating. This approach gives the traveler responsibility for learning in real interaction situations with immediate feedback. Examples of topics covered include: benchmarks for evaluation; selection, communication with, and compensation for a mentor; hints for increasing interaction opportunities; language structures, nuance, and word clusters; cultural appropriateness; and getting a head start at home. Six detailed lesson plans are included for dining out, transportation, shopping, currency, medical needs, and figuring out meanings of unfamiliar words. Contains 49 references. (LB)

ED 338 084 FL 019 810

Brower, Lynne
Beginning English: An Instructional Guide for ESL Teachers.
PUB DATE- 90
NOTE- 356p.; For resource materials, see FL 019 811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; Citizenship Education; Civics; Community Colleges; Consumer Education; *Curriculum; Employment Opportunities; *English (Second Language); Health Education; Housing; Language Tests; Money Management, *North American Culture; *Second Language Instruction; *Teaching Guides; Transportation; Two Year Colleges
IDENTIFIERS- Exit Examinations

An instructional guide for English as a Second Language (ESL) teachers is presented in this volume. The 18-week program contains the following modules, each of which includes sections on civics and structure: human relations; general information; housing; consumer education (money, banking, and shopping modules); occupations; health (two modules covering body parts, hygiene, illness, medicine, first aid, medications, immunization, insurance, and nutrition); transportation (two modules on public and private transportation, drivers license, insurance, safety, directions, traffic and parking); telephone; community resources; general education and civics (four modules covering Thanksgiving, George Washington's Birthday, Independence Day, Abraham Lincoln's birthday, Martin Luther King, Jr.'s birthday, Memorial Day, and Veterans Day). Oral exit exams are included with most modules, and lesson and

ED 338 105 FL 019 852

Cohen, Andrew D.
Describing Bilingual Education Classrooms. The Role of the Teacher in Evaluation.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 80
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Classroom Techniques; *Data Collection; *Educational Research; Elementary Secondary Education; *Evaluation Methods; Evaluation Needs; Research Methodology; *Teacher Role

Directed primarily at teachers in bilingual programs, this report suggests ways in which they may assist evaluators in improving the quality of evaluation, particularly regarding descriptive information about the bilingual classroom. Six principles of classroom description are examined: (1) program model, type, and design; (2) student characteristics; (3) instructional methods; (4) teacher and student language use patterns; (5) functional language ability; and (6) development of language skills. Teachers are asked to respond to an example that highlights one or more aspects of each principle; emphasis is on practical, immediate steps that the classroom teacher can take to improve the quality of evaluation. It is noted that some of the information about the classroom may be relatively inaccessible to anyone but the teacher since it reflects cumulative insights gleaned from repeated encounters with students on a daily basis. Contains approximately 60 references. (LB)

ED 338 106 FL 019 853

Tikunoff, William J.
Applying Significant Bilingual Instructional Features in the Classroom. Part C Bilingual Education Research Series.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 85
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Bilingual Education; *Classroom Techniques; Content Area Reading; Cultural Context; Educational Research; Elementary Secondary Education; *Instructional Effectiveness; *Language Proficiency; *Limited English Speaking
IDENTIFIERS- *Significant Bilingual Instructional Features Study

The Significant Bilingual Instructional Features (SBIF) descriptive study, completed in 1983, sought to identify, describe, and verify instructional features that appear to be successful in producing positive classroom experiences and learning outcomes for limited English proficient (LEP) students. SBIF findings are integrated in this report with other research to describe successful instruction for LEP students. The report's five chapters concern: (1) five significant bilingual instructional features (active learning behavior, use of both native language and second language in instruction, integration of English language development with

ED 338 126 HE 024 939

Stark, Joan S.; And Others
Student Goals Exploration User's Manual: Classroom Research Guide. Preliminary Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 163p.; For related document, see HE 024 940.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Research; College Instruction; *College Students; Goal Orientation; Higher Education; *Research Methodology; Scientific and Technical Information; *Student Educational Objectives
IDENTIFIERS- *Student Goals Exploration

This manual, the first part of a guide to assist colleges in field-testing the survey instrument, "Student Goals Exploration" (SGE), is a non-technical treatment for use by faculty members in their classes. The SGE is a comprehensive survey instrument designed to measure student goals for attending college and for enrolling in specific courses. Section I, "About the Student Goals Exploration," gives an overview of the uses and structure of the SGE including theory and assumptions, selecting the appropriate version, sample uses, description of the sections, overview of the scales and scale items, and interpretation. Section II, "Using the SGE for Classroom Research," describes classroom versions of the SGE, examples of its uses, and choosing appropriate uses. Also covered are how to add goal items, administer score and score the survey, develop a class profile, link with other data bases, and report and discuss results. This section also presents cautions, limitations, and conclusions. Section III, "The SGE Inventories," contains the three classroom research versions and a faculty perspective version. Appendixes include computer coding and data processing instructions, typical group profiles, and a reserve items pool. Nineteen references are included. (JB)

ED 338 127 HE 024 940

Stark, Joan S.; And Others
Student Goals Exploration User's Manual: Institutional Research Guide. Preliminary Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 201p.; For related document, see HE 024 939.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Instruction; *College Students; *Educational Objectives; Higher Education; *Institutional Research; *Research Methodology; Scientific and Technical Information
IDENTIFIERS- *Student Goals Exploration

This manual, the second part of a guide to assist colleges in field-testing the survey instrument "Student Goals Exploration"

ED 338 146 HE 024 987

Raza, Moonis; Malhotra, Nirmal
Higher Education in India: A Comprehensive Bibliography.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 91
NOTE- 477p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administration; *College Faculty; Colleges; *Educational Change; *Educational Planning; *Educational Quality; Educational Resources; Enrollment; Foreign Countries; Higher Education; *Policy Formation; Reports; Staff Development; Universities
IDENTIFIERS- India

This book provides a comprehensive bibliography of higher education in India. It constitutes a resource for scholars, policymakers, planners, and administrators concerned with higher education in India. The book contains 2,485 entries arranged under 50 themes. Each theme is classified into four types of material: books; articles; annotated committee/commission reports, and research studies. Topics covered include the following: administration, admission, affiliated colleges, agricultural universities, the Association of Indian Universities, autonomous colleges, autonomy, buildings, center state relations, community participation, continuing education, curriculum, distance education, drop-outs, economic aspects, educational psychology, educational sociology, educational technology, employment, enrollment, evaluation examination reform, finance, the future, law, management, manpower planning, national development, national integration, planning, policy, political aspects, private colleges, quality and quantity, reform, research, rural education, scheduled castes and scheduled tribes, semester system, staff development, statistics, students, student unrest, teacher evaluation, role and responsibility of teachers, service conditions of teachers, teaching, the University Grants Commission, and women. (GLR)

ED 338 147 HE 024 988

Bowers, Roy A.; Cowen, David L.
The Rutgers University College of Pharmacy: A Centennial History.
PUB DATE- 91
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Accreditation (Institutions); College Environment; College Faculty; Continuing Education; Curriculum Development; *Educational Development; Educational Facilities; *Educational History; Enrollment; Graduate Study; Higher Education; Library Development; *Pharmaceutical Education; Undergraduate Study
IDENTIFIERS- *Rutgers the State University NJ

This book presents and analyzes the history of the Rutgers College of Pharmacy (from 1892 to the present) and relates the Rutgers' experience, not only to national developments in education, but also to developments in the pharmaceutical sciences and to the changing pharmaceutical practices in the nation and in the State of New Jersey. A brief account of the school's existence as a proprietary college, with its part-time

ED 338 166 HE 025 008

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Carlisle, Pennsylvania).
PUB DATE- 3 Jun 91
NOTE- 207p.; Serial No. 102-36.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Problems; *Federal Aid; Federal Programs; Grants; Hearings; Higher Education; *Loan Default; Loan Repayment; Money Management; Paying for College; Postsecondary Education; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Department of Education; Higher Education Act 1965

This report presents testimony, along with prepared letters, statements, and supplemental materials, submitted before a House congressional hearing concerned with the reauthorization of the Higher Education Act of 1965 in general, and the integrity and quality of grant and loan assistance for students in particular. The testimony and statements address two problems in the student loan assistance program: (1) the imbalance between grants and loans; and (2) the Department of Education's poor oversight and management of the student assistance program. Specifically, the first problem concerns the fact that loans to students comprise nearly 75% while grants account for the remaining 25% of student aid, a reversal of the way the loan assistance programs were expected to work. The second problem comes from an Office of Management and Budget report, along with one from the Education Department, which concluded that the Department of Education's management practices had contributed to high student loan default rates, and fraud and abuse in the student assistance programs. In addition, it was concluded by the Government Accounting Office that the Department's financial statements were unreliable because the accounting system that the Department is using does not produce accurate information. (GLR)

ED 338 167 HE 025 009

Green, Brenda J.
The Portland State University Mentoring Program for Freshmen: The "PSU Minority Leadership Program" (MLP).
PUB DATE- 8 Oct 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Activities; *Adjustment (to Environment); Dropouts; Higher Education; Leaders Guides; Leadership Responsibility; *Mentors; *Minority Groups; Objectives; Occupational Information; Program Design; Questionnaires; School Holding Power
IDENTIFIERS- Portland State University OR

This paper describes a minority leadership program, developed at Portland State University, Oregon, that is designed to increase the retention rate of minority and other underrepresented college students by helping them to adjust to the social and academic climate of the university. The program utilizes minority students who have successfully adapted to the campus

ED 338 186 HE 025 028

Gaff, Jerry G.
New Life for the College Curriculum: Assessing Achievements and Furthering Progress in the Reform of General Education. The Jossey-Bass Higher and Adult Education Services.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 91
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- College Curriculum; Curriculum Development; *Educational Change; Faculty Development; *General Education; *Higher Education; Trend Analysis

This book discusses general education reform through a focus on college curricula. It is based on information from individual institutions collected in part through a survey and in part through institutional publications and "fugitive literature" such as committee reports, faculty senate resolutions, and other unpublished materials. Part 1 of the book summarizes the major accomplishments to date, examines the public debate about quality education, focuses on actual changes and discusses several key trends. Part 2 is an assessment of those changes through an analysis of the positive impacts of curriculum change, an examination of the central role of faculty development, and a look at the educational benefits of the reforms for students. Part 3 recommends a number of organizational supports to sustain and maintain changes that are made in the curriculum, and deals in separate chapters with the need to: train a new generation of faculty in the values of liberal education; develop a fuller conception of students that entails understanding their personal and emotional lives as well as their minds; and create a campus culture devoted to providing students with a broad general education. The volume includes many charts illustrating the text, a copy of the survey used for the study, over 150 references, and an index. (JB)

ED 338 187 HE 025 029

Academic Program Evaluation in California 1989-90. The Commission's Fifteenth Annual Report on Program Planning, Approval, and Review Activities. Report 91-12.
PUB DATE- Sep 91
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Evaluation Methods; Higher Education; Program Development; *Program Evaluation; *Public Colleges
IDENTIFIERS- *California

The California Postsecondary Education Commission's annual review of California public higher education discusses three major topics: program planning; approval of new programs; and the review of existing programs. The section on planning covers planning procedures of the segments, a 1991 list of projected programs, trends in subject areas and among campuses, a commission review of projected programs and a discussion of future roles of the commission. The section on approval of new programs describes the approval processes in the segments and

ED 338 206 IR 015 227

H.R. 656--The High Performance Computer Technology Act of 1991. Hearing before the Subcommittee on Science, and the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congess, First Session.
PUB DATE- 7 Mar 91
NOTE- 324p.; For related documents, see ED 336 083-084, ED 336 086, and ED 336 091-092.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Computer Networks; *Computer Software Development; *Federal Legislation; Federal Programs; Hearings; Higher Education; *Information Technology; *National Programs; Research and Development Centers; Technological Advancement
IDENTIFIERS- Computer Industry; Congress 102nd; *High Performance Computing; National Research and Education Network; *Supercomputers

This hearing focused on H. R. 656, companion bill of S. 272, which calls for high performance computing legislation. This is one of several initiatives to provide for a coordinated federal research program to ensure continued U.S. leadership in high performance computing. The bill authorizes the development of a National Research and Education Network, development of new classes of supercomputers, development of the software needed to exploit the capabilities of supercomputers, and research and development centers in computer and computational sciences. This transcript of the hearing includes testimony and statements from 11 witnesses: (1) U.S. Senator Al Gore (Tennessee); (2) D. Allan Bromley, Science Advisor to the President and Director of OSTP (Office of Science and Technology Policy); (3) Kenneth M. King, EDUCOM; (4) Glenn Ricart, Suranet; (5) Jim Young, Bell Atlantic; (6) George L. Johnston, the Plasma Fusion Center of the Massachusetts Institute of Technology; (7) Stewart D. Personick, Bell Communications Research, Inc.; (8) Paul Young, University of Washington and Computing Research Association; (9) Gregory J. McRae, Carnegie Mellon University; (10) James E. Rottsolk, Tera Computer Co.; and (11) Lawrence A. Lee, the North Carolina Supercomputing Center. Also included are additional materials submitted for the record from the Association of Research Libraries, the American Library Association, ADAPSO (the computer software and services association), the Convex Computer Corporation, and the GAO (General Accounting Office). Deliberations on and suggested changes to the bill from the Subcommittee on Technology and Competitiveness Markup, the Subcommittee on Science Markup, and the Committee on Science, Space, and Technology Markup conclude the report. (DB)

ED 338 207 IR 015 228

High Definition Information Systems. Hearings before the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session (May 14, 21, 1991).
PUB DATE- 91
NOTE- 255p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Computer Networks; Computer Science; Computer System

ED 338 224 IR 015 254

Baltzer, Jan A.
People and Process: Managing the Human Side of Information Technology Application. Professional Paper Series, #7.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adoption (Ideas); *Change Strategies; Community Colleges; *Information Management; *Information Technology; *Organizational Change; Organizational Development; Telecommunications; Two Year Colleges; *Users (Information)
IDENTIFIERS- *Maricopa County Community College District AZ

Recognizing that the hard part of making the application of technology successful is the development of appropriate management structures and approaches, this paper reviews the research and writings of several top management and communications professionals and correlates these theories to the information technology environment on campus. Six chapters focus on: (1) The Impact of Corporate Culture on the Management of Information Technology; (2) The Change Process and Information Technology; (3) The Evolving Information Technology Organization; (4) Maintaining an End-User Focus; (5) Attention to Detail; and (6) The Importance of Fun and Celebration. Experiences of the Maricopa (Arizona) Community Colleges are included in the discussion of each of these issues. It is noted that it is through the understanding of the human factors involved that information technology professionals can successfully implement new technology in institutions, and the final chapter presents "The 10 Commandments of Information Technology" together with a brief explanation of each one: (1) remember, this is a business; (2) talk to the user; (3) understand your "customer's" business; (4) use the vendor's knowledge; (5) training is not a discretionary cost; (6) develop information technology staff with a mix of business and technical skills; (7) management issues are always more important than technology issues; (8) make every contact with the user a public relations opportunity; (9) spend time on strategy; and (10) have a good time. A corporate sponsor profile (Digital Equipment Corporation) and a list of titles in this series are included. (60 references) (DB)

ED 338 225 IR 015 255

Hasselbring, Ted S.; And Others
An Evaluation of Specific Videodisc Courseware on Student Learning in a Rural School Environment.
SPONS. AGENCY- Tennessee Valley Authority, Knoxville.
PUB DATE- May 91
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Courseware; Dropouts; Elementary Secondary Education; Instructional Effectiveness; *Instructional Material Evaluation; *Interactive Video; Mathematics Instruction; *Problem Solving; *Rural Schools; Science Instruction; Teacher Education; Transfer of Training; *Videodisks; Video Equipment
IDENTIFIERS- Morgan County School System TN

ED 338 244 IR 053 756

Kenney, Elizabeth M.
An Analysis of the Magazine Requests of Students in a High School Media Center.
PUB DATE- 5 Aug 91
NOTE- 114p.; Master's Thesis, North Carolina Central University, Durham.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- High Schools; *High School Students; *Learning Resources Centers; *Library Collections; Library Material Selection; *Periodicals; School Libraries; User Needs (Information); *Use Studies

A periodicals use study was conducted in a public high school library media center to determine whether its periodicals collection supported the curriculum needs of the students. For this study, 3,924 magazine requests by the students over an 8-month period were collected and analyzed. The analysis revealed that 96% of the magazine date requests were met by titles whose magazine dates were within the last 5 years; 45 different magazines, going back in date 17 years, met 90% of the magazine title requests; and teachers' decisions appeared to be a notable factor in the students' use of the periodicals collection. A list of the magazines currently held in the library and the magazine request data are appended. (Author/MAB)

ED 338 245 IR 053 759

Christensen, John O.
After the Installation: Management of Library Automation.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Computer Literacy; *Decision Making; Financial Support; Higher Education; *Integrated Library Systems; *Library Administration; *Library Automation; Library Expenditures; Library Services; Library Surveys; Library Technical Processes

After noting that library processes are continually becoming more automated and that services are being introduced at an ever-increasing rate, this paper goes on to describe the composition and functions of Brigham Young University's Integrated Library System (ILS) Committee, which was established by the library administration to advise it on automation decisions. The results of a survey of about 400 academic libraries that was conducted to determine how they were making their automation decisions are then presented, based on the approximately 100 replies received. The respondents' replies are summarized under the following five categories: (1) computer expertise among librarians; (2) parent organization and other outside library support; (3) vendor support; (4) funding; and (5) decision making structure. It is concluded that the significant costs, tight budgets at most libraries, and the nontechnical backgrounds of most librarians indicate a need for careful decisions on these processes and services. (14 references) (MAB)

ED 338 246 IR 053 760

Shaddy, Robert Alan

ED 338 264 IR 053 813

Selection of Automation Systems: Criteria for School Libraries in Manitoba.
PUB DATE- 91
NOTE- 57p.; For a related school library policy statement, see IR 053 814.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Cataloging; Check Lists; Databases; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Information Retrieval; *Integrated Library Systems; Learning Resources Centers; Library Acquisition; *Library Automation; Library Circulation; Purchasing; *School Libraries
IDENTIFIERS- *Manitoba; Vendors

This report has been prepared as an evaluation instrument to help educators at the school, school division/district, and provincial levels evaluate, identify, and select a comprehensive school library automation system. The report presents a checklist of items to consider when evaluating school library automation systems and it can be used to provide the basis for a Request for Proposal (RFP) to be completed by vendors during the selection process. Four phases for school library automation are outlined and checklist instructions are given. The checklist includes the following areas: (1) vendor, program, security, and statistical requirements for operation of all modules; and (2) module requirements for acquisitions, cataloguing, searching, and circulation. Forms for the justification for selection of an automation system and the automation system identification are also included. Examples of some typical record formats for school libraries, a glossary of terms, and a list of corporate acronyms are appended. (MAB)

ED 338 265 IR 053 814

School Library Policy Statement.
PUB DATE- May 91
NOTE- 10p.; For a related automation system selection guide, see IR 053 813.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Administration; Educational Objectives; Educational Philosophy; Elementary Schools; Elementary Secondary Education; Foreign Countries; High Schools; *Library Role; *Library Services; Mission Statements; *Policy; School Districts; *School Libraries; State Departments of Education
IDENTIFIERS- *Manitoba

The School Library Policy Statement for Manitoba schools begins with the mission statement of Manitoba Education and Training and the Goals of Learning for Manitoba. Statements of Manitoba's School Library Policy and the Philosophy of the School Library Program are also provided, together with an outline of the responsibilities of both Manitoba's Department of Education and Training, and school divisions and districts. A glossary of terms and the "Learning Goals for Young People, Ages 5 to 18," taken from the Administrative Handbook for Manitoba Schools, are appended. (MAB)

ED 338 282 JC 910 496

Floyd, Deborah L., Ed.
Toward Mastery Leadership: Issues and Challenges for the 1990s. Summary Report of the Annual National Council on Student Development Leadership Colloquium (7th, Hilton Head, South Carolina, October 24-27, 1990).
PUB DATE- 91
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Advising; *College Administration; College Outcomes Assessment; *College Planning; *College Role; Community Colleges; *Leadership Responsibility; Student College Relationship; *Student Development; *Student Personnel Services; Two Year Colleges

This summary of a colloquium on leadership issues and challenges for the 1990's is comprised of six chapters addressing different colloquium themes. Chapter 1, "The National Agenda for Community College Student Affairs: Addressing Priorities for the 1990s," by Deborah L. Floyd, describes the Leadership Agenda developed by representatives from the National Council on Student Development, the American College Personnel Association, the League for Innovation in the Community College, and the National Association of Student Personnel Administrators. Chapter 2, "The Road Taken," by George Vaughan, discusses how student development professionals can prepare for college leadership positions. Chapter 3, written by five community college presidents, presents "Presidential Expectations of Student Development Leaders for the 1990s." In chapter 4, "Student Advising: The Sine Qua Non of Student Development," George Baker, III and Hank Hurley consider the increasing importance of student advising, and stress the necessity of collaboration between student affairs and instructional staff. Chapter 5, "Outcomes Assessment: What Role for Student Development," by Charles Dassance, describes Project Cooperation, a special student outcomes assessment project. Finally, in chapter 6, "Thinking Globally/Acting Locally," John S. Keyser discusses approaches for the development of broadened perspectives and global and holistic leadership strategies. Appendixes review colloquium sessions and provide a worksheet for action-oriented leadership. (PAA)

ED 338 283 JC 910 498

Follow-Up Study of Students Completing Selected Occupational Programs in Fiscal Year 1990.
PUB DATE- Oct 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; *College Outcomes Assessment; *Community Colleges; *Employment Patterns; Graduate Surveys; *Participant Satisfaction; Program Evaluation; Salaries; Self Evaluation (Groups); Student Educational Objectives; Tables (Data); Two Year Colleges; *Vocational Education; Vocational Followup
IDENTIFIERS- *Illinois

In March 1991, 3,081 fiscal year 1990 graduates of selected occupational programs in the Illinois Community College System (ICCS) were surveyed concerning their objectives for attending

ED 338 299 JC 910 519

Levine, Judith R., Ed.; Feist, Stanley C., Ed.
Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (5th, Ellenville, New York, March 13-15, 1991).
PUB DATE- Mar 91
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Techniques; Community Colleges; Course Content; Curriculum Development; Ethical Instruction; Higher Education; Holistic Approach; *Instructional Innovation; Instructional Leadership; *Psychology; Role Playing; Student Projects; Student Research; *Teaching Methods; Undergraduate Study

Selected proceedings are presented from the Fifth Annual Conference on Undergraduate Teaching of Psychology. The proceedings includes: (1) "Multimodal Self-Management: A Holistic Approach to Teaching Self-Improvement," by Edward J. O'Keefe and Donna Berger; (2) "Undergraduate Research: Statistics to Senior Presentations," by Glena L. N. Schubarth; (3) "An Integrated Methods and Statistics Course for the Beginning Major," by George C. Fago; (4) "Relevance and Research: Using a Survey of Campus Environmental Attitudes in a Research Methods Course," by Bruce E. Rideout; (5) "Student Perceptions of Short, In-Class Experiences for Social Psychology," by Karen O'Quin; (6) "The Use of Student Presentations in Developmental and Social Psychology Classes," by Donna L. Reittinger and Kathleen Crowley-Long; (7) "Assessing the Value of Firsthand Knowledge in a Developmental Psychology Classes: Learning through Observation, a Comparison of Methods," by Linda L. Dunlap; (8) "Teaching Ethics," by Kathleen Harring, Laura Snodgrass, Dana S. Dunn, and Stacey B. Zaremba; (9) "Student Brainstorming: Undergraduate Teaching--Personal Dimension," by Albert H. Gardner; (10) "Introduction to SYMLOG and Its Uses in an Experiential Group Dynamics Course," by Thomas Rywick; (11) "Using Role-plays to Enhance Empathy for Patients in the Study of Abnormal Psychology," by Amy Herstein Gervasio; (12) "Designing and Teaching a Course on the Psychology of Women," by Kathleen Crowley-Long; (13) "Reading, Writing, and Research: Introductory Skills for the Empirical Psychologist," by Patricia McKeegan; (14) "Using Hypertext to Provide On-Line Help for Statistical Packages," by David S. Malcolm; and (15) "Conditioning Software," by Ann Gilchrist. (JMC)

ED 338 300 JC 910 520

Barnett, Lynn, Ed.
Rural Workplace Literacy: Community College Partnerships.
SPONS. AGENCY- Department of Commerce, Washington, D.C.; Department of Labor, Washington, D.C.; Tennessee Valley Authority, Knoxville.
PUB DATE- 91
NOTE- 22p.; Sponsored by the Commission on Small/Rural Community Colleges.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Programs; Community Colleges; Inplant Programs; *Labor

ED 338 319 JC 910 542

Certificated Employee Master Agreement, 1988-1991, between Saddleback Community College District and Saddleback Community College District Faculty Association. 1988-1991.
PUB DATE- 88
NOTE- 79p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- California Teachers Association; National Education Association; *NEA Contracts; Saddleback Community College CA

The collective bargaining agreement between the Saddleback Community College District and the Saddleback Community College District Faculty Association is presented. This contract, which applies to faculty at Irving Valley College and Saddleback College, covers the period from July 1, 1988 through June 30, 1991. Its provisions deal with the following topics: bargaining agent recognition; definitions of terms; negotiation procedures; association rights; professional dues or fees and payroll deductions; grievance procedures; leaves; personnel files; part-time faculty; transfers; faculty evaluation procedures; workload; additional duty and compensation; travel; employee benefits; retirement incentive plans; unit stability; organizational security; salary schedule; severability; reopener clause; board policies; layoff procedures; discipline procedures; and effect of agreement. Appendixes provide information on large class formulas, certificated personnel additional duty and compensation, insurance plans, certificated salary schedules, a grievance form, specifications of workload and compensation provisions, learning center instruction, reduced contract request, and a professional development leave option. (JMC)

ED 338 320 JC 910 543

Agreement: Desert Community College District, College of the Desert Faculty Association CTA/NEA, January 13, 1989-June 30, 1989.
PUB DATE- 89
NOTE- 21p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Workload; Fringe Benefits; Leaves of Absence; Negotiation Agreements; *Personnel Policy; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- California Teachers Association; College of the Desert CA; Desert Community College District CA; National Education Association; *NEA Contracts

The collective bargaining agreement between the Desert Community College District and the College of the Desert Faculty Association/California Teachers Association/National Education Association is presented. This contract, covering the period from January 13, 1989 through June 30, 1989, deals with the

ED 338 339 PS 019 814

Rolfe, Sharne; And Others
Understanding Mothers' Experiences of Infant Daycare: A New Approach Using Computer-Assisted Analysis of Qualitative Data.
PUB DATE- Apr 91
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care Centers; Developmental Psychology; *Employed Parents; Foreign Countries; *Infants; Interviews; *Mother Attitudes; Mothers; Preschool Education; *Qualitative Research
IDENTIFIERS- *Australia (Melbourne); *Computer Assisted Data Analysis

This paper reports on a small-scale introductory study of Australian mothers' experiences of infant day care. Ten employed, middle- and lower-socioeconomic status women with an infant in center-based day care were interviewed. Brief narrative examples from the mothers' accounts are presented. Discussion then concentrates on a new approach to qualitative data analysis that involves three stages: (1) Interview transcripts are used to develop individual case studies; (2) Line-by-line analysis of the transcripts is used to develop coding categories in the grounded theory approach of Strauss; and (3) A detailed indexing system is developed for full coding and analysis of the data by computer. The researchers have completed the first two stages of analysis and are currently engaged in the third stage using the software package NUDIST (Non-Numerical Unstructured Data Indexing Searching and Theorising). The potential of the preliminary results for use in focusing further research, and the ways in which work with NUDIST is facilitating more complex analyses than have previously been possible, are considered. It is concluded that the type of qualitative research discussed will in time provide essential complements to the insights gained from quantitative approaches. Nine references are provided. (GLR)

ED 338 340 PS 019 826

Cosden, Merith; Zimmer, Jules
Age of Entry, Holding Out and Kindergarten Retention: Differences as a Function of Gender and Ethnicity.
PUB DATE- Apr 91
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ethnicity; *Grade Repetition; High Risk Students; *Hispanic Americans; *Kindergarten; *Kindergarten Children; Primary Education; *School Entrance Age; School Readiness; *Sex Differences
IDENTIFIERS- California (South)

This study tested hypotheses regarding the relation of differences in kindergarten entry and rentention that relate to gender and ethnicity. Hypotheses were: (1) the age at which children enter kindergarten would vary as a function of their gender and ethnicity; (2) children who were held out of

ED 338 359 PS 019 901

Wilson, Timothy L.-Y.
Child Abuse: Definition.
PUB DATE- 16 Mar 91
NOTE- 8p.; Paper presented at the Annual Conference of the Southern Association on Children under Six (42nd, Atlanta, GA, March 16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Definitions; Elementary Secondary Education; Federal Legislation; *Parent Child Relationship; *Sexual Abuse
IDENTIFIERS- *Professional Perspectives; *Psychological Abuse

The purpose of this paper was to elaborate on the definitions of child abuse in order to improve the understanding of child abuse. The definitions given by the U.S. House Joint Committee on Child Abuse in the Child Abuse Prevention and Treatment Act, and in research by Holden (1984), are cited. These definitions refer to the nature of abusive acts and the forms in which abuse occurs. Morris (1982) cites five different perspectives on the neglect component found in the Child Abuse Prevention and Treatment Act and the Holden research; these are: (1) a general perspective offered by Gils; (2) the perspective of federal guidelines as summarized by Morris; (3) a medical perspective from Robert ten Bensel; (4) an educational perspective, as offered by the Montgomery City, Maryland public schools; and (5) a social service perspective from Norman Polansky. In a literature review by Miller and Miller (1980), child abuse was explained in terms of eight categories: (1) physical abuse; (2) sexual abuse; (3) psychological abuse; (4) physical neglect; (5) medical care neglect; (6) intentional drugging to modify the behavior of a child; (7) educational deprivation; and (8) abandonment or lack of supervision. These definitions from differing professional perspectives provide dimensions that, when examined simultaneously, offer a diagnosis of child abuse that is more accurate than the ones often used. (BC)

ED 338 360 PS 019 908

Dukette, Dianne; Stiles, Joan
The Early Development of Children's Ability To Analyze Hierarchical Patterns and Reproduce Them from Memory.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Age Differences; Developmental Stages; Early Childhood Education; Freehand Drawing; *Memory; Visualization; *Visual Measures; *Visual Perception; *Young Children
IDENTIFIERS- *Analytic Ability; *Pattern Drawing Test

Previous literature on children's visual pattern perception has suggested that preschool children may process hierarchical forms in a manner different from that of older children and adults. Data from some studies suggested that children are holistic processors of pattern information, while other studies

ED 338 379 PS 019 950

Blevins-Knabe, Belinda; Musun-Miller, Linda
Parental Beliefs about the Development of Preschool Children's Number Skills.
PUB DATE- Apr 91
NOTE- 17p.; Filmed from best available copy. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; Computation; *Mathematics Skills; *Number Concepts; Numbers; *Parent Attitudes; Parent Influence; *Preschool Children; Preschool Education; Skill Development; *Socialization

This paper describes a study that examined parents' beliefs about children's number skill development. Twenty-seven parents of 4- and 5-year-olds were interviewed about number tasks that could be solved by children between the ages of 4 and 7 years. In addition, parents were asked a series of open-ended questions about how they would answer a child's questions about math, their own experiences with math, and their expectations for their children's performance in math. Parents predicted that children would solve counting tasks prior to computational and number concept tasks. They expected that their own children would solve all types of number tasks earlier than other children. In addition, parents of boys expected them to solve all tasks earlier than did parents of girls. Finally, they believed that parents and schools have the most impact on early number development. It appears that parental beliefs concerning number development best fit a socialization model that emphasizes the importance of adults. Four tables showing analysis of variance are included. (GLR)

ED 338 380 PS 019 951

Hiester, Marian; Sapp, Joan
The Relationship between Maternal Life Stress and Social Support and Quality of Mother-Infant Attachment.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Apr 91
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Attachment Behavior; Family Influence; Infant Behavior; *Infants; Marital Satisfaction; *Mothers; *Parent Child Relationship; *Social Support Groups; *Stress Variables

This study examined the relationship between maternal stress, changes in stress, specific stressors, and social support and quality of mother-infant attachment. Life stress of 132 mothers was assessed prenatally and when the child was 13 months old. The mothers' social support and the quality of infant-mother attachment were also measured at the child's 13th month, the latter by means of the Ainsworth Strange Situation procedure. Results indicated that high stress at 13 months, and an increase in stress from the prenatal period to 13 months, were

ED 338 400 PS 019 989

DeFreitas, Louis A.
Increasing Parent Participation in the Education of Their Children in Grades K through Nine through Workshops and Home Visits.
PUB DATE- 91
NOTE- 87p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; *Black Education; Elementary Education; Family Involvement; *High Risk Students; Homework; *Low Income Groups; Mathematics Skills; *Parent Education; *Parents as Teachers; Parent Student Relationship; Parent Teacher Cooperation; *Parent Workshops; Reading Improvement; Study Habits

This practicum involved parents in academic workshops and home visits to help parents learn how to assist their children with school work and assignments. Workshops were set up to teach parents how to: (1) communicate with teachers; (2) help their children with reading and mathematics homework and skills; (3) set up study programs for their children; and (4) encourage their children to use libraries. Eleven families were selected for home visits, which included family discussions about children's home and school activities, and homework assistance. The writer also produced a newsletter, appeared in a television program, and arranged meetings with community college and school district staff members to discuss parent involvement. Results showed that children whose parents worked with them began to follow study schedules and to improve their behavior and their schoolwork. All objectives were reached except an increase in children's use of libraries. (SH)

ED 338 401 PS 019 990

Abdul-Hakim, Suzzette Shoatz
Enhancing Oral Communication Skills of Preschool Children through Partnerships, Hands-on Experiences and Cooperation.
PUB DATE- 91
NOTE- 83p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Communication Skills; Cooperative Learning; Cross Age Teaching; *Day Care Centers; Early Childhood Education; Elementary School Students; Experiential Learning; Group Activities; Parent Participation; *Preschool Children; Reading Instruction; *Social Behavior; *Speech Communication; Verbal Communication
IDENTIFIERS- Reading Is Fundamental

This practicum involved 63 children of 3-5 years who were enrolled in a day care center in a city public school. The practicum addressed the children's inability to verbalize personal needs effectively. Ineffective communication skills created problems in the children's achievement and progress level, and resulted in incidents of aggressive acting out and lack of cooperation. Hands-on experiences were developed for the children; a curriculum that included oral recitations, and lessons that emphasized cooperative play and learning were also developed. Older children in the school were recruited to help in a reading program; parents were to assist their children's learning; staff and parent workshops stressed the importance of oral language; and a grant for books from the Reading Is

ED 338 421 PS 020 023

Jennings, Mary M.
Increasing Positive Experiences for "At-Risk" Preschoolers through Coaching of Parent Interactions.
PUB DATE- 91
NOTE- 71p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *At Risk Persons; Early Experience; Early Intervention; Early Parenthood; Educationally Disadvantaged; Low Income Groups; One Parent Family; *Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Participation; Parent Role; Parent School Relationship; *Preschool Children; Preschool Education; Reading Aloud to Others; Self Esteem
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This practicum, designed to improve positive experiences of at-risk preschoolers, involved the coaching of parents in regard to their interactions with their preschoolers. The goal of the practicum was to provide parents with tools that would help them enrich the home environment of their preschool children. Parents of preschoolers in Chapter 1 schools were invited to participate in the 12-week practicum, which met weekly for 2 1/2 hours at a school. The population came from a large urban school district where there were many young parents. Twelve parent improvement sessions were held, with each session covering a different aspect of parenting. Strategies and procedures used to accomplish practicum objectives included role playing, discussions, workshops, field trips, consultant visits, research, demonstrations, and incentives for involvement. Results showed that with assistance, parents could make changes in their parenting strategies and get different results from their children. Parents were willing to use suggestions and strategies if they were presented in a humanistic and nondegrading manner. (SH)

ED 338 422 PS 020 025

Masters, Janice
Project KIND (Keeping Interfering Noncompliance Down): A Social Skills Training Program for Noncompliant Primary Students.
PUB DATE- 91
NOTE- 88p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; Antisocial Behavior; *Behavior Problems; *Compliance (Psychology); *Elementary School Students; Grade 2; High Risk Students; *Interpersonal Competence; Primary Education; Program Effectiveness; *Social Behavior; Student Behavior; Study Habits
IDENTIFIERS- Behavior Management; *Project KIND FL; *Social Skills Training

This study examined the effect of a social skills training intervention on the behavior of 18 noncompliant second graders who exhibited poor study skills and experienced academic failure. Teachers selected students for intervention and rated them on the Achenbach Child Behavior Checklist before and after the intervention. Pre- and post-test measures of the number of disciplinary offenses, task completion, and academic performance were also taken for each student. Project KIND (Keeping Interfering Noncompliance Down) was implemented over

ED 338 443 PS 020 067

Laws, Kathy; And Others
Fetal Effects of Maternal/Paternal Alcohol and Other Drug Use: Abstracts of Selected Articles.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; Annotated Bibliographies; *At Risk Persons; Breastfeeding; Cocaine; *Drug Abuse; Drug Education; Early Intervention; Infants; Parents; *Pregnancy; *Prenatal Influences; Prevention
IDENTIFIERS- *Fetal Alcohol Syndrome

This publication includes abstracts of 45 articles published in recent years on the effects of maternal and paternal alcohol and other drug use on the fetus; prevention and intervention programs; and teaching strategies to be used with prenatally drug-exposed children. While not an exhaustive list of available research on these topics, this review of current literature indicates that further research needs to address topics that include: (1) developing reliable drug screening systems; (2) making treatment services available to drug-using women; (3) developing intervention programs for drug-exposed infants; (4) improving drug education and prevention programs in schools; (5) educating women of child-bearing age about the dangers of alcohol and drug use; and (6) developing training programs for professionals, parents, and educators in the care of alcohol- and drug-exposed children. Section 1 of this collection contains single-page abstracts of the 45 research articles. Each article is indexed by a set of keywords appropriate to its content. Section 2 is a subject index of the keywords. Section 3 is a reference list of the articles abstracted. Section 4 is a glossary of terms. (BC)

ED 338 444 PS 020 068

Bellm, Dan
Child Care Resource and Referral Agencies. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Caregivers; *Community Information Services; Community Organizations; *Consumer Education; *Day Care; Early Childhood Education; Educational Quality; Information Dissemination; Information Processing; Parent Materials; Public Agencies; *Referral
IDENTIFIERS- *Day Care Selection; ERIC Digests; Public Private Relationship

This ERIC/EECE Digest was adapted from a position paper of the National Association of Child Care Resource and Referral Agencies (NACCRRA). Child Care Resource and Referral (CCR&R) organizations are important for their ability to meet the needs of: (1) consumers, for a single point of access that can help them understand their child care options; (2) child care providers, for training and support; and (3) local governments and agencies, for help in allocating resources. CCR&Rs have

ED 338 462 RC 018 378

Peach, Larry; And Others
A Study of Violence and Misconduct Perpetrated against Teachers by Students in Selected Rural Tennessee Schools.
PUB DATE- 15 Feb 91
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 15-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; *Incidence; One Parent Family; Parent Participation; Public Schools; *Rural Schools; School Security; *Student Behavior; *Teacher Welfare; Vandalism; *Violence
IDENTIFIERS- *Tennessee

This study examined the incidence of violent acts and other types of malicious conduct by students against teachers in selected rural Tennessee public schools. Twenty-seven high school principals (a 77% response rate) completed a questionnaire based on incidents where teachers had been subjected to attacks and violent acts by students over the past three years. The study reports 229 violent acts committed by students. These incidents included 1 murder, 2 armed robberies, 1 reported rape, 129 acts of vandalism, 86 threats against teachers, 1 case of arson, and 9 acts of physical abuse. Most students involved in the acts were from single parent or otherwise "broken" home situations. Legal disposition of these cases resulted in the perpetrators being assigned to probation or being sentenced to a state penal institution for youth or adult offenders. Schools need to address the problem of violence through action plans. An action plan should include the development of meaningful school programs, improved guidance services, better communication within the school, and increased participation between the school and home. Other recommendations include: (1) increased supervision and security; (2) programs designed to meet diverse student needs; (3) student and parent input into school rules and regulations; and (4) policies to manage these critical situations. (KS)

ED 338 463 RC 018 379

McGinn, Noel F.; And Others
Attending School and Learning or Repeating and Leaving. A Study about the Determinants of Grade Repetition and Dropout in Primary School in Honduras. Synthesis of the Study = Asistir y Aprender o Repetir y Desertar. Un Estudio sobre los Factores que Contribuyen a la Repitencia en la Escuela Primaria en Honduras. Sintesis del Informe.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- Jun 91
NOTE- 33p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Attendance; *Dropouts; Foreign Countries; *Grade Repetition; Multigraded Classes; Preschool Education; *Primary Education; *Rural Schools; Socioeconomic Status; *Student Characteristics; Teacher Characteristics; Teacher Expectations of Students; Time on Task
IDENTIFIERS- *Honduras

This paper synthesizes a study designed to identify the factors

ED 338 481 SE 052 132

Marganoff, Bruce, Comp.
A Resource Guide to Elementary Science Programs. National, State and Community-Based Programs.
PUB DATE- 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Astronomy; Biology; Computer Uses in Education; Conservation (Environment); Ecology; Elementary Education; *Environmental Education; Inservice Teacher Education; Marine Biology; *Mathematics Education; Physical Sciences; Plants (Botany); *Program Descriptions; Resource Materials; Science Curriculum; *Science Education; Teaching Methods; Zoos
IDENTIFIERS- *National Diffusion Network Programs; *New Jersey

This document, which reviews national, state, and local science activities and programs, provides educators with concrete examples of varied science programs that are a valuable resource for teaching science skills and proficiencies. This resource guide is intended to help educators supplement, amend, and revise their elementary science programs based on successful practices already in place in other districts. The first section, "National Diffusion Network--Programs That Work," contains listings of programs that have undergone extensive testing and were approved only if there was evidence that the programs met the stated objectives. In addition, the program directors had to provide evidence that the program would also meet the needs of other groups similar to the one tested. All of the programs listed from the National Diffusion Network are presented with a common format that includes program name, audience (grade level), description, requirements, costs, services, and contact. The following programs are listed: (1) "Conservation for Children;" (2) "PROJECT ECOLogy"; (3) "Informal Science Study" (ISS); (4) "Marine Science Project"; (5) "Starwalk"; (6) "Project Zoo"; (7) "Curriculum Modification through Environmental Studies"; and (8) "Project Kare." The second and third sections list 26 science and 12 science and mathematics programs and practices originating outside of New Jersey. Each listing contains the grade level, description, and contact. The fourth section contains listings of 11 programs offered by community groups and associations in New Jersey. Each listing includes the organization name, project, target population, contact person, and program description. (KR)

ED 338 482 SE 052 133

Allen, James D.; Dietrich, Anne
Student Differences in Attribution and Motivation toward the Study of High School Regents Earth Science.
PUB DATE- Apr 91
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Partially funded by a minigrant from the College of St. Rose, Albany, NY.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Earth Science; Grade 9; High Schools; Mastery Learning; Qualitative Research; Questionnaires; Science

ED 338 500 SE 052 356

Babbitt, Beatrice C.
Error Patterns in Problem Solving.
PUB DATE- 6 Oct 90
NOTE- 13p.; Paper presented at the International Conference of the Council for Learning Disabilities (12th, Austin, TX, October 6, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arithmetic; *Cognitive Development; Computation; Elementary School Mathematics; *Error Patterns; Instructional Improvement; *Instructional Leadership; Intermediate Grades; *Learning Disabilities; Mathematical Concepts; Mathematics Education; *Mathematics Skills; Mathematics Teachers; *Problem Solving; Whole Numbers; Word Problems (Mathematics)
IDENTIFIERS- *Error Analysis (Mathematics)

Although many common problem-solving errors within the realm of school mathematics have been previously identified, a compilation of such errors is not readily available within learning disabilities textbooks, mathematics education texts, or teacher's manuals for school mathematics texts. Using data on error frequencies drawn from both the Fourth National Assessment of Educational Progress and a study of the problem-solving performances of 431 fifth- and sixth-grade students from southern California, error patterns and their probable sources for traditional one-step word problems employing whole numbers can be described. Problem-solving errors are divided into four broad categories: (1) computational errors; (2) operational errors; (3) non-attempt errors; and (4) miscellaneous errors. Teacher knowledge of error patterns in problem solving promotes positive outcomes, yet teachers are often lacking in knowledge of error pattern analyses, particularly teachers of students with learning disabilities. The findings indicate not only that appropriate student-error analysis leads to accurate feedback on the source of student errors, but also that an understanding of error patterns can reveal underlying conceptual misunderstandings and/or lack of proper problem-solving strategies on the part of the students; such findings can ultimately become the focus for further instructional planning. (JJK)

ED 338 501 SE 052 393

Williams, Robert A.; And Others
The Illinois Rivers Project.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; Cultural Influences; Curriculum Development; Data Analysis; English; High Schools; *Interdisciplinary Approach; Middle Schools; Program Descriptions; Program Evaluation; *Science and Society; Science Education; Scientists; Social Studies; Student Attitudes; Student Projects; Teacher Characteristics; Telecommunications; *Water Quality; *Writing Across the Curriculum
IDENTIFIERS- *Illinois

The Illinois Rivers Project was developed as an integrated,

ED 338 520 SO 021 483

Pritchard, Ivor
Looking Out for Eliza Doolittle: The Ethical Treatment of Education Research Subjects. Working Paper.
PUB DATE- Nov 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Rights; *Educational Research; Elementary Secondary Education; *Ethics; Higher Education; Moral Values
IDENTIFIERS- *Human Subject Protection; *Pygmalion

George Bernard Shaw's play, "Pygmalion," tells the story of an educational experiment involving Eliza Doolittle and Henry Higgins. The characters set out to achieve a dramatic alteration in Eliza's linguistic ability, and they succeed. This paper uses "Pygmalion" as a case study in the treatment of education research subjects. Important moral issues in education research are highlighted and current practices in educational research are analyzed. The context created by the discussion of "Pygmalion" and the real life practice of education research provide the basis for advancing four proposals regarding the ethical treatment of education research subjects: (1) Standard practice in education research should include researchers devoting some time to educating the research subjects about the nature of the education research in which they participate. (2) Standard practice in education research should include some form of (financial) compensation to research subjects for time devoted to activities that are part of the research but that offer no significant promise of benefiting the subjects. (3) When education research projects involving different populations of students prove substantially beneficial to some, but not to other experimental groups, the unbenefitted groups should be offered the beneficial treatment, whenever feasible. (4) Researchers should entertain the possibility of conducting more risky, but no less scientifically rigorous, research experiments despite the ethical problems such research may pose. In addition to the case study provided by "Pygmalion," the discussion of these proposals includes considering the current state of the art of education research and current ethical practices, focusing on institutionalized laws, regulations, and codes governing the protection of research subjects. (Author/DB)

ED 338 521 SO 021 484

Grove, Cornelius
Secondary Education in the United States: An Overview for Educators from Abroad.
PUB DATE- Jan 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; Inservice Teacher Education; International Education; *International Educational Exchange; Overseas Employment; *Secondary Education; *Teacher Education; Teacher Exchange Programs

Teachers from countries outside the United States who plan to

English, and Dyirbal. Implications for language acquisition and the analysis of child language are also discussed. (MSE)

ED 338 060 FL 019 767

Xu, George Q.
The Major Concerns of Textlinguistics and Their Relevance to the Teaching of Writing.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Discourse Analysis; Second Language Learning; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Textlinguistics

Text linguistics, a recent development in the study of language, moves the focus of inquiry from the sentence to the text and examines texts as acts of communication rather than individual, static sentences. It investigates textuality rather than grammaticality, the relationships between sentences and between text and context that make text coherent rather than the relationships within a sentence that make it grammatical. A distinctive feature of text linguistics is its procedural approach to language study, treating texts as outcomes of an array of interactive operations between producer, receiver, text, and context. Another important feature is the integrative treatment of the standards of textuality. Texts are studied as part of a dynamic process of interaction between text and context. On this point, text linguistics and contemporary composition theory are moving closer to each other. Text linguists have used findings of composition research to enrich their understanding of the text, and composition teachers would benefit from the work of text linguists in the teaching of writing. A 14-item bibliography is included. (MSE)

ED 338 061 FL 019 768

Kelly, J., Ed.; And Others
Grammatical Phonetics. Studies in Honour of Jack Carnochan. York Papers in Linguistics 15.
PUB DATE- Jul 91
NOTE- 284p.; For individual papers, see FL 019 769-779.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Akan; Dutch; Foreign Countries; Interpersonal Communication; *Intonation; Japanese; Language Research; Linguistic Theory; Nouns; *Phonology; Poetry; Regional Dialects; Structural Analysis (Linguistics); *Suprasegmentals; Swahili; *Tone Languages; *Uncommonly Taught Languages
IDENTIFIERS- Cushitic Languages; Turn Taking

Papers in this volume include: "The Role of Tone in Some Cushitic Languages" (David L. Appleyard); "Downdrift in a Tone Language with Four Tone Levels" (G. N. Clements); "Non-Pitch Exponents of Accent and Structure in Japanese" (John Coleman); "Clause Structure and Tone in Sandawe" (Edward D. Elderkin); "Tone and Accent in the Qafar Noun" (R. J. Hayward); "Glides and Phonological Change in Mombasan Swahili" (John Kelly); Tone Spacing" (Ian Maddieson); "A Performance of a Swahili Poem Analysed" (Joan Maw); "Pitch, Loudness, and Turn Regulation in Akan Conversation" (Samuel Gyasi Obeng); "Pharyngeal Fricatives, and Pike's 'Fricative' and 'Frictional' Categories" (R. K. Sprigg); "A Study of Quantity in Mestreechs" (L. van subject indexes are provided. (LB)

ED 338 085 FL 019 811

Brower, Lynne
Beginning English: Resource Materials To Accompany the Instructional Guide.
PUB DATE- 90
NOTE- 353p.; For the instructional guide, see FL 019 810.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; Citizenship Education; Civics; Community Colleges; *Curriculum; Daily Living Skills; Employment Opportunities; *English (Second Language); Health Education; Interpersonal Competence; Language Tests; Money Management; Occupational Information; *Resource Materials; *Second Language Instruction; Two Year Colleges; United States History
IDENTIFIERS- Exit Examinations

Resource materials for English-as-a-Second-Language (ESL) teachers are presented in this volume. Eighteen modules, each presented weekly, include personal and social/cultural topics as well as grammar lessons. They cover the following information: personal information; compliments, congratulations, thanking; basic emotions; nationality words; maps; government forms; numbers; colors; calendar; weather; flag; household contents; housing; immigration and naturalization; currency; banking; American history and government; shopping; occupations; hygiene; illness; first aid; judicial system; nutrition; transportation; insurance; safety; traffic/parking; citizenship requirements; telephones; post office; employment office; and holidays. Posttests are included. (LB)

ED 338 086 FL 019 813

Evaluation of French as a Second Language Study Program for Grade Nine Immersion. Oral Comprehension and Speaking Skills, 1990. Summary Report = Evaluation du programme d'etudes de francais langue seconde en immersion a la 9e annee. La comprehension orale et la production orale, 1990. Rapport sommaire.
PUB DATE- Sep 90
NOTE- 32p.; Produced by the Bureau de l'education francaise. For the full report, in French, see FL 019 815.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *French; Grade 9; *Immersion Programs; *Listening Comprehension; Program Effectiveness; Program Evaluation; Research Methodology; Secondary Education; Second Language Programs; *Speech Skills
IDENTIFIERS- *Manitoba

The study summarized (in both English and French) in this report, is an evaluation of the listening comprehension and speech skills of ninth grade students in Manitoba's (Canada) French immersion programs. It is intended for parents and teachers in Manitoba involved in the French immersion program. The report consists of an overview of the study, a summary of procedures followed, and observations made based on study results. The procedures included identification of objectives in the curriculum to be used for evaluation of listening comprehension and speech skills, and development and piloting of an

academic skills development, response to and use of information from LEP students' home culture, and effective organizational and delivery of instruction); (2) the demands of instruction for LEP students; (3) developing student functional proficiency; (4) mediation of effective bilingual instruction; and (5) the SBIF study in perspective: implications and issues. Appended is an overview of the SBIF study. Contains 49 references. (LB)

ED 338 107 FL 019 854

Stewner-Manzanares, Gloria; And Others
Learning Strategies in English as a Second Language Instruction: A Teacher's Guide.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 85
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; Classroom Techniques; Cognitive Style; *English (Second Language); High Schools; High School Students; *Learning Strategies; *Lesson Plans; Metacognition; *Second Language Instruction; Student Motivation; Teaching Guides

Learning strategy applications are provided for beginning, intermediate, and advanced levels of English-as-a-Second-Language (ESL) instruction. Although designed primarily for high school students, most of the sample lessons can be used equally successfully with older learners, and some lessons are also suitable for younger learners. Chapter 1 of the teacher's guide briefly discusses learning strategies, their importance, and their limitations. Chapters 2 and 3 provide definitions of various types of learning strategies, with examples of how they are used by students. Two types are discussed: metacognitive, which involves thought about the learning process or the regulation of learning; and cognitive, which involves the direct application of a strategy to the information to be learned. Specific examples are given in Chapter 4 of the lesson plans, including sample activities for teaching learning strategies that teachers can use in the context of the ongoing instructional program. Language learning is differentiated into a series of representative activities that occur in the ESL classroom, and a number of learning strategies are identified that students can use with each. Emphasis is on motivating students to become actively involved in their own learning. Contains 10 references. (LB)

ED 338 108 FL 019 855

Chamot, Anna Uhl; O'Malley, J. Michael
A Cognitive Academic Language Learning Approach: An ESL Content-Based Curriculum.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 86
NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Cognitive Style; Elementary Secondary Education; *English (Second Language); *Language

(SGE), is a technical treatment for use by researchers. The SGE is a survey designed to measure student goals for attending college and for enrolling in specific courses. Section I, "About the Student Goals Exploration," gives an overview of the uses and structure of the SGE including theory and assumptions, selecting the appropriate version, sample uses, description of the sections, overview of the scales, and scale items and interpretation. Section II covers uses in institutional research: research versions; sample uses; and how to select the information to be collected, add local goal items, select the student samples, administer and score the survey, develop group profiles, link with other data bases, and report results. Also presented are cautions and limitations. Section III, "Technical Information," includes steps in developing the SGE, description of pilot test samples; derivation scales; and data on scale intercorrelations, reliability, discriminate validity, concurrent validity, and gender comparisons. Section IV contains three institutional research versions of the SGE and the faculty perspective version. Appendixes provide computer coding and data processing instructions, typical group profiles, and a reserve items pool. Includes 19 references. (JB)

ED 338 128 HE 024 952

Hensel, Nancy
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. 1991 ASHE-ERIC Higher Education Report 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 122p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *Faculty College Relationship; Faculty Promotion; Faculty Workload; Family Problems; Higher Education; Nontenured Faculty; Productivity; *Sex Bias; Teacher Shortage; Tenured Faculty; *Women Faculty

This monograph examines gender differences and related issues in higher education faculty and proposes steps to change the current climate to resolve gender inequalities, solve the impending shortage of faculty, and improve diversity among faculty. A look at the status of women in academia finds that women are an under-represented group in tenured faculty positions and suffer from subtle gender discrimination in teaching, research, salary differentials, and promotion. A survey of studies indicates that women faculty are as capable and productive as men. Evidence from studies of the impact of marriage and children on productivity is mixed. Interviews with men and women faculty reveal that both genders experience stress in balancing careers and families. It is concluded that universities can help by: (1) addressing inequities; (2) conducting a family responsiveness evaluation of university policies and practices; (3) developing a recruitment and hiring policy responsive to dual-career families; (4) adopting a better maternity policy; (5) adopting a family leave policy; (6) allowing load reductions for new parents; (7) stopping the tenure clock for 1 year for new children or family crises; (8) studying the possibility of on-campus child-care; (9) reducing early morning, late afternoon, and Saturday obligations; and (10) re-examining teaching and research expectations for all faculty and student body, is also provided. The book is broken down into six historical time blocks that correspond with the tenures of the school's six deans: Philemon E. Hommell, Robert P. Fischelis, Ernest Little, Tom D. Rowe, Roy A. Bowers, and John L. Colaizzi. Within these time periods, the school's major developments are highlighted, including curriculum development, college finances, student life, enrollment, and creation of the school library. An appendix contains brief biographical notes on each of the school's deans, and a list of the alumni and alumnae members of the Board of Trustees and Board of Governors of Rutgers University. Resource materials and information sources and an index are also provided. (GLR)

ED 338 148 HE 024 989

Values, Leadership, and Quality: The Administration of Higher Education. The David D. Henry Lectures, 1979-1985.
PUB DATE- 90
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Administration; Colleges; *Educational Quality; Equal Education; Health Services; *Higher Education; *Leadership; *Liberal Arts; Outcomes of Education; Speeches; Universities
IDENTIFIERS- David D Henry Lecture Series

This book contains five lectures, delivered as part of the David D. Henry lecture series, whose common theme revolved around broadly defined issues related to the administration of higher education. The first lecture, "Quality and Equality in Health Professions Education and Service" (Lloyd C. Elam), argues that quality and equality in the education of health care professionals and in the delivery of health care services are inextricably linked. "How We Talk and How We Act: Administrative Theory and Administrative Life" (James G. March) offers the opinion that successful leaders in higher education recognize the importance of routine processes, those activities that keep institutions running. The third lecture, "The Liberal Arts Revisited" (Hanna Holborn Gray) defends the liberal arts education and presents the view that liberal arts education should be judged neither in terms of narrow vocationalism, nor as a core curriculum to address the specific dilemmas of social living, but rather in terms of its contribution to overall intellectual competence. "The University Presidency: Comparative Reflections on Leadership" (Martin A. Trow) describes higher education leadership as having symbolic, political, managerial, and academic components. The final lecture, "Innovation and Tradition in Higher Education" (John B. Slaughter) suggests that the liberal arts are important not just because they make better professionals, but because they teach civic responsibility. References accompany each paper. (GLR)

ED 338 149 HE 024 990

Shishkoff, Muriel M.
Transferring Made Easy: A Guide to Changing Colleges Successfully.
PUB DATE- 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

system, who have developed unique strategies for coping with the university environment, who have developed their own networks of support, and who have begun to develop a unique set of leadership skills that may be shared with lower division students. The paper discusses the program's goals and objectives and presents the various activities that are designed to achieve them. Next, the employment position of "student guide" is described, including the duties, qualifications, specific responsibilities, and limitations. This is followed by a job outline for a student coordinator and co-coordinator. In addition, a questionnaire is included that is given to candidates of these mentoring positions, as well as training session outlines for co-coordinators and student guides. Finally, suggested activities are listed that are meant to act as a means to better acquaint the freshman with the mentor and the campus. (GLR)

ED 338 168 HE 025 010

Jeavons, Thomas
Learning for the Common Good: Liberal Education, Civic Education, and Teaching about Philanthropy.
SPONS. AGENCY- American Association of Fundraising Counsel Trust for Philanthropy, New York, NY.; Carnegie Corp. of New York, N.Y.; EXXON Education Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Lilly Endowment, Inc., Indianapolis, Ind.; William Randolph Hearst Foundation, Los Angeles, Calif.
PUB DATE- 91
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; *Courses; *Curriculum Development; Donors; Futures (of Society); Higher Education; *Liberal Arts; *Private Financial Support; Undergraduate Study; Volunteers
IDENTIFIERS- Association of American Colleges

This monograph reports on a curriculum development program sponsored by the Association of American Colleges (AAC) which supported the creation and delivery of undergraduate liberal arts courses about philanthropy. The discussion begins with three basic premises: (1) that American institutions of higher education in recent years have not given enough attention to their responsibilities for preparing young people for the activities and obligations of citizenship; (2) that to set aside this aspect of liberal education is to fail to develop in students skills and understanding necessary to preserving, leading and extending a just society; and (3) that the situation can be remedied through solutions that enhance other aspects and goals of higher education. In five chapters, the monograph both reflects on the value of college courses and experiences that develop the responsibilities of citizenship and looks specifically at how the AAC philanthropy courses were designed and implemented. Included is a description of the project's history and of each of the courses and their most prominent strengths and weaknesses. The appendixes include materials from AAC's program, and other sources as well as results of a student survey and 47 notes. (JB)

ED 338 169 HE 025 011

at the commission, early monitoring of borderline programs, and proposals for new programs in 1989-90. The 65 proposed programs are listed. The existing program review section looks at review schedules in the segments, the process at the University of California (UC) and at California State University, (CSU) the results of the process at those two places and the review process at the California Community Colleges (CCC). A concluding section reviews progress and follow-up in implementing the Commission's previous year's recommendations and discusses a proposal for a statewide intersegmental planning framework. Appendixes making up the greater part of the document include: a report titled "The Commission's Role in the Review of Degree and Certificate Programs"; a chart profiling undergraduate degree programs in California's regionally accredited independent institutions; a list of projected programs; recommendations of the Advisory Committee; status of proposed new organized research units, and multi-campus research units, UC; list of currently organized research units and multi-campus research units in the UC; list of existing programs showing current status of each; an outline of the report on program review in the CSU; copy of a memorandum from the Chancellor's office, CCC; a list of the previous year's recommendations, and 16 references. (JB)

ED 338 188 HE 025 030

Barrow, Clyde W.
Corporate Liberalism, Finance Hegemony, and Central State
Intervention in the Reconstruction of American Higher Education.
PUB DATE- Dec 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; Corporate Support; Economic Progress; Educational Change; Educational Economics; Educational History; Financial Policy; Higher Education; *Institutional Administration; Institutional Survival; Liberalism; *Modernization; *Organizational Change; Political Influences; Private Financial Support; *Socioeconomic Influences; State Action
IDENTIFIERS- California State Postsecondary Education Comm

This paper suggests that contemporary educational historians have failed to appreciate the extent to which the institutional response to industrialism was actively induced by the financial hegemony of the new corporate elite and simultaneously advanced by the emerging authority of the central state. Further, it argues that progressive era higher education reforms should be viewed as part of a broader corporate reconstruction movement that worked in partnership with central state managers to implement a corporate liberal agenda. The approach challenges state capacity theory by suggesting that a weak state organization was highly effective in facilitating reform precisely because it furthered institutional tendencies that were already being induced by private capital allocations in higher education. Contains 112 references. (Author/GLR)

ED 338 189 HE 025 031

California's Capacity To Prepare Registered Nurses. A Preliminary
Inquiry Prepared for the Legislature in Response to Assembly
Bill 1055 (Chapter 924, Statutes of 1990).
PUB DATE- Sep 91

Design; *Digital Computers; Hearings; *Information Systems; National Programs; Systems Approach; *Technological Advancement; Telecommunications
IDENTIFIERS- *Computer Industry; Congress 102nd; *High Definition Television

The report of these two hearings on high definition information systems begins by noting that they are digital, and that they are likely to handle computing, telecommunications, home security, computer imaging, storage, fiber optics networks, multi-dimensional libraries, and many other local, national, and international systems. (It is noted that the Office of Science and Technology's National Critical Technologies Panel recognized the importance of the components of high definition systems when high definition imaging and displays, sensors and signaling processing and data storage and peripherals all made its list of the 22 most important technologies for future competitiveness and national security.) This transcript of the hearings includes testimony and prepared statements by eight witnesses: (1) Robert Kahn, the Corporation for National Research Initiatives; (2) David Staelin, the Massachusetts Institute of Technology; (3) Clark E. Johnson, Consultant; (4) William E. Glenn, Florida Atlantic University; (5) Robert Sanderson, Eastman Kodak Company; (6) Alan R. Blatecky, MCNC; (7) John W. Lyons, National Institute of Standards and Technology (NIST), accompanied by Robert Hebner, NIST, and Thomas P. Stanley, Federal Communications Commission (FCC); and (8) Michael L. Liebhold, Apple Computer, Inc., with Kenneth L. Phillips, Committee of Corporate Telecommunications Users, Gary Demos, Demografx, and David A. Deas, Southwestern Bell Technology Resources. (DB)

ED 338 208   IR 015 229

Hearing on the Office of Educational Research and Improvement. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 25 Apr 91
NOTE- 145p.; Serial No. 102-18. Reproducibility of the prepared statements varies. For the 1988, 1989, and 1990 hearings, see ED 305 368, ED 314 040-041, and ED 331 495.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Disadvantaged; Educational Finance; Educational Improvement; *Educational Research; Elementary Secondary Education; *Equal Education; *Federal Aid; Federal Programs; *Government Role; Hearings; High Risk Students; Information Dissemination; *Policy Formation; Public Agencies; Public Schools; *Research and Development; Rural Education
IDENTIFIERS- Congress 102nd; Department of Education; *Office of Educational Research and Improvement

This hearing was called as one of a series of hearings to address concerns related to the role of the Federal Government and the Office of Educational Research and Improvement (OERI) in reaching the goal of providing equal educational opportunity to all in the United States. Arguing that significant inequalities in educational opportunities still exist, Major R. Owens (Representative from New York and chairman of the subcommittee) points out that these inequalities are most evident in the nation's inner cities and among minorities. A major problem identified by Owens is the need for additional support for school systems that must provide effective educational programs for at-risk students. The primary concerns addressed by this

The Tennessee Valley Authority initiated and funded a 2-year study that examined the use of interactive instructional videodiscs in a rural school environment. The purpose of this project was to evaluate the effects of several specific videodisc programs on student learning and academic achievement. Videodisc courseware in mathematics and science instruction, a video encyclopedia database, and a counseling program were placed in a small rural K-12 school in east Tennessee. Teachers in the school were trained in the use of the videodisc medium as well as with the specific videodisc programs they used. Data on student academic achievement were gathered from criterion-referenced and standardized tests. Results of the investigation showed that the didactic videodisc programs were effective in teaching the concepts and procedures they were purported to teach. However, there was little evidence that students could apply this knowledge for solving problems; the knowledge remained "inert." This problem of "inert" knowledge is discussed with respect to some recent research that has examined the use of the videodisc medium for creating problem-solving environments that allow students to overcome this problem. Findings from the analysis of student and teacher use of the video encyclopedia showed that a large number of video topics were examined and used for a variety of school assignments. Data are presented in both narrative and tabular formats. Appendices include an overview of videodisc technology as well as the criterion-referenced and applications tests used in the study. (13 references) (Author/DB)

ED 338 226   IR 015 260

Hardie, John, Ed.
ASPESA Papers, Number 9 (November 1990) and Number 10 (June 1991).
PUB DATE- Jun 91
NOTE- 132p.; "ASPESA Papers" is the occasional papers series of the Australian and South Pacific External Studies Association. The series is published approximately twice a year with each issue containing around 6 papers.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Continuing Education; *Distance Education; Educational Administration; *Equal Education; Foreign Countries; *Health Education; Health Personnel; *Off Campus Facilities; Postsecondary Education; *Technical Education; *Teleconferencing; Video Equipment
IDENTIFIERS- *Australia

This document consists of two consecutive issues of "ASPESA Papers", containing 5 and 6 papers, respectively, as follows: (1) "Human Realities and Technology in Distance Learning" (John G. Hedberg and Suzanne McNamara); (2) "A National Distance Education Admissions System," (Gavin Moodie); (3) "What's in a Name?" (Ian Forsyth); (4) "Distance Education as Rehabilitation," (David Meacham and Catherine Wilkin); (5) "Electronic Mail Evaluation--A Case Study" (Tim Frost and David Roberts); (6) "One-Stop Shop Student Administration and Services for External Students in a Multi-Campus Institution" (Paul Finnane); (7) "15th International Conference on Distance Education, Caracas, Venezuela," (Ann Henderson); (8) "The TAFE Video-Conferencing Breakthrough," (John Mitchell); (9) "Didactical Materialism" (Gavin Moodie); (10) "Distance Education for Health Service Managers--A Strategic Review of Initiatives in Australia" (Jennifer Short); (11) "Distance Education: Access, Equity and Participation and/or Efficiency and Effectiveness," (Michael G. Campion). (DB)

Guide to Manuscripts and Archives and the American Foreign Policy Center.
PUB DATE- 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; *Archives; College Libraries; Genealogy; Higher Education; History; Information Sources; *Library Collections; Library Materials; *Microforms; *Primary Sources
IDENTIFIERS- *Louisiana Technological University; *Manuscripts

This guide describes the holdings in the manuscript collections, the university archives, and the American Foreign Policy Center, all of which are located in Louisiana Tech University's Prescott Memorial Library. The guide is divided into three sections. The first section, "Manuscript Collections," presents descriptions of 197 collections of personal and family papers, business and corporate records, photographs, diaries, original manuscripts, and other similar materials. The second section, "Collections in the University Archives," identifies 49 holdings of records, papers, and printed publications generated by the Louisiana Industrial Institute, Louisiana Polytechnic Institute, and Louisiana Tech University. These collections include the records of the office of the president of the university, as well as those of other campus divisions, colleges and departments; catalogs, bulletins, directories, yearbooks, and other publications issued by Tech since 1897; and numerous photographs of the campus, university activities, and faculty members. It is noted that the Special Collections Department also serves as a repository for books and periodicals related to the history, literature, and culture of Louisiana and the South. The final section presents a bibliography of the microform collections of primary materials in the American Foreign Policy Center. (MAB)

ED 338 247 IR 053 771

Bixby, Pamela, Ed.
Exploring the Future of Information Services. Minutes of the Meeting (117th, Washington, D.C., October 24-26, 1990).
PUB DATE- 91
NOTE- 117p.; For the minutes of the 115th and 116th meetings, see ED 333 872 and IR 053 687.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Conferences; *Futures (of Society); Higher Education; *Information Services; Information Technology; Library Associations; Library Role; *Library Services; Position Papers; *Research Libraries; Scientific and Technical Information; *Technological Advancement; *User Needs (Information)
IDENTIFIERS- Association of Research Libraries

Presentations on the changing nature of information services in research libraries in the context of advanced technology are combined with business meeting minutes in this report. The report begins with copies of three papers presented as part of a panel discussion on the program theme together with transcripts of accompanying remarks/discussion. The papers are: (1) "Information Services in the '90s: Competition or

ED 338 266 IR 053 816

Hopkins, Dianne McAfee
Factors Influencing the Outcome of Challenges to Materials in Secondary School Libraries: Report of a National Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- Aug 91
NOTE- 282p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Books; *Censorship; Hypothesis Testing; Learning Resources Centers; Librarian Attitudes; *Library Materials; Models; Moral Issues; National Surveys; *Policy; *Predictor Variables; Questionnaires; *School Libraries; Secondary Education

Four primary tasks were conducted for this two-phase study, which examined the outcomes to challenged library materials in terms of retention, restriction, and removal, and identified key factors that influenced the outcome: (1) the relevant research literature was reexamined and a conceptual model for testing based on the research literature was reviewed; (2) a stratified random sample of 6,557 secondary schools was produced; (3) a one-page questionnaire was sent to the school librarians to identify schools that had received a challenge to library materials (complaint) within a 3-year period; and (4) a second, detailed questionnaire designed to test the conceptual model was sent to the librarians who reported having received one or more challenges to obtain data on the most recently resolved challenge. Of the 4,736 questionnaires (72%) for the first stage of the survey that were completed and returned, 2,964 reported no complaints, and 1,661 reported one or more complaints. The response rate for the second stage was 70%, with 1,171 questionnaires returned. This questionnaire elicited information on the factors included in the model, i.e., the district materials selection policy, characteristics of the librarian, school environment, community environment, initiator of the challenge, and complaint background. Factors which were found to be significant in influencing the retention of challenged library materials in secondary public school libraries were the existence and use of a board approved materials selection policy, internal and external support provided to the librarian during the challenge, overall support for the retention of challenged material, and the form of complaint, with written complaints being more likely to result in retention than oral complaints. The findings reported in the literature are discussed with the findings of this study throughout the report, and a long-term replication of this study is recommended. Additional data and copies of the questionnaires are presented in 11 appendices. (34 references) (MAB)

ED 338 267 IR 053 818

Zimmermann, Carole
Bibliography on Mass Deacidification.
PUB DATE- 91
NOTE- 38p.; For a 1984 Senate Hearing on this topic, see ED 261 682.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

college, current educational status, present employment status, salary, employment start-up, geographic location of employment, and satisfaction with their employment and the educational program they completed. A total of 1,237 graduates completed usable surveys for a 40.2% response rate. Study results included the following: (1) 82% of the respondents were employed, 9.5% were involved in other endeavors, and 9% were unemployed but not seeking employment; (2) data processing graduates had an unemployment rate of 12.7%, while 9.3% of the electrical and electronic technology graduates were unemployed; (3) one out of every three employed graduates was working in a field unrelated to their area of study; (4) one-third of the graduates reported being enrolled in additional education; (5) graduates employed full time earned an average of $10.99 per hour, or $21,600 annually; (6) the highest overall educational program satisfaction ratings were found among graduates from fashion design, allied health, and communications media technology, while the field of electricians and lineworkers received neutral ratings; (7) among specific program components examined in the survey, graduates were least satisfied with placement and labor market information provided; and (8) job satisfaction ratings were highest among allied health workers and lowest among data processing program completers. Appendixes provide specific results by program area, as well as detailed data tables and references. (PAA)

ED 338 284 JC 910 499

Frank, Jean M.
A Comparative Analysis of 1990 Graduates. Research Report Number 73.
PUB DATE- Nov 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Associate Degrees; Charts; *College Graduates; College Outcomes Assessment; *College Transfer Students; Community Colleges; *Education Work Relationship; Employer Attitudes; Followup Studies; Graduate Surveys; Higher Education; *Outcomes of Education; Participant Satisfaction; Questionnaires; Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- Howad Community College MD

In 1991, a mail survey was conducted of all students who received an associate degree or certificate from Howard Community College in Maryland (HCC) during fiscal year 1990. Telephone calls were made to those who did not return the survey, resulting in an adjusted response rate of 58%. A response rate of 52% was achieved for a subsequent survey of graduates' employers. Major study findings included the following: (1) in 1990, 207 associate degrees and 46 certificates were awarded to a total of 226 graduates; (2) 58% of all graduates were in transfer programs (with Arts and Sciences the most popular) and 45% were graduates of career programs (with Nursing the most popular); (3) the most prevalent personal goal of the graduates upon entering HCC was transfer to a four-year institution; (4) enhancement of self-confidence and increased enjoyment of learning were cited as HCC's major contributions to the graduates' personal development; (5) 67% of the respondents who entered HCC to prepare for transfer had achieved their goal within a year after graduating; (6) 82% of the HCC transfer students were enrolled in the same or a related field at the

Education; Models; Program Descriptions; *Rural Education;
*School Business Relationship; Tutoring; Two Year Colleges
IDENTIFIERS- *Workplace Literacy

In 1990, the American Association of Community and Junior Colleges developed a national workplace literacy demonstration project to raise awareness of the link between local economic development and basic workplace skill performance, and to stimulate a local leadership initiative around a community-wide effort to raise worker performance levels. Ten grants were awarded to the following rural colleges: (1) Columbia College (California), where students from the college and community were recruited to become literacy tutors; (2) Crowder College (Missouri), where work site adult literacy classes were implemented; (3) Enterprise State Junior College (Alabama), which coordinated an adult basic education (ABE) program with six local companies; (4) Genesee Community College (New York), which conducted seminars and workshops for more than 100 farm owners/managers and agribusiness employees; (5) Mount Wachusett Community College (Massachusetts), which developed a flexible, cost-effective tutor training program directed towards unemployed and dislocated workers; (6) New River Community College (Virginia), which provided on-site reading and math classes for workers in the local textile industry who were weak in basic skills; (7) Northeast Texas Community College, which planned and implemented a business/education partnership to enhance workplace literacy in targeted agricultural industries and occupations; (8) Roane State Community College (Tennessee), where a workplace literacy program geared toward unemployed adults and low-skilled workers was developed; (9) Salish Kootenai College (Montana), which expanded its ABE program, developed workplace-related classes, and provided transportation and child care for students on the Flathead Indian Reservation; and (10) Southwestern Oregon Community College, which conducted a workplace literacy project focused on towboat workers, fishermen, apprentices, and underemployed and unemployed adults. (JMC)

ED 338 301 JC 910 522

Fideler, Elizabeth F., Ed.
Educational Forum: A Journal of Teaching, Learning & Professional Developent. Volume Two, Fall 1991.
PUB DATE- 91
NOTE- 123p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Action Research; Age Discrimination; Classroom Environment; *Classroom Research; *Classroom Techniques; Community Colleges; Higher Education; Learning Strategies; Mathematics Instruction; Student Attitudes; Teacher Evaluation; Teaching Methods; Two Year Colleges; Writing Improvement

Focusing on the theme of classroom research, this journal presents selected proceedings from Massachusetts Bay Community College's Second Annual Colloquium on Undergraduate Teaching and Learning. The 11 presentations included are: (1) "Opening the Classroom Door," by Patricia Hutchings; (2) "Successful Maryland Methods," by Donna Kirkley; (3) "CAT (Classroom Assessment Techniques) Connections: Introductions, Partnerships and Intimacy," by Sunny Emerson and Gil Cuevas; (4) "A Macro and Micro Approach to Classroom Assessment: Strategies to Improve Student Learning at King's College," by D. W. Farmer; (5) "An Application of Classroom Research to the Social Sciences: Project on Ageism," by Bill J. Lutes; (6) "Beyond following topics: bargaining agent recognition; definitions of terms; academic calendar; association and employee rights; compensation; health and welfare benefits; leaves; no strike clause; acceptance of the entire agreement; and agreement conditions and duration. Appendixes provide a summary of benefits, a certificated salary schedule, and a non-teaching salary schedule. (JMC)

ED 338 321 JC 910 544

Annual Report to the Governor, 1990-1991. State Board of Directors for Community Colleges of Arizona.
PUB DATE- 91
NOTE- 150p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Faculty; Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; *School Districts; School Personnel; State Boards of Education; Student Characteristics; *Tables (Data); Two Year Colleges; *Vocational Education
IDENTIFIERS- *Arizona

Designed to answer those questions about the Arizona community colleges most frequently asked by legislators, state and external agencies, citizens, and college staff and students, this factbook offers organizational, financial, and enrollment data for the state as a whole and individual colleges. Section I presents the State Board's statement of philosophy and provides statistics on expenditures of and certificates issued for the Board and central staff. Section II provides data on personnel in the community college districts, including certified personnel and non-teaching personnel. Section III presents information on income and expenditures for a variety of sources, including general fund current operating expenditures, state aid income, cost and income factors, plant investment and debt retirement, and a general revenue and expenditure chart. In section IV, enrollment data are presented, including full-time student equivalent history, vocational enrollment and state aid, headcount enrollment history and characteristics, and other data. Finally, section V describes federal vocational education funding, funded vocational education projects, and skill centers. This section includes a curriculum inventory matrix. (JMC)

ED 338 322 JC 910 548

Pantano, Diane Garcia
Secondary to Post-Secondary Articulation Project Model.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Jul 91
NOTE- 76p.; Photocopy, with some pages very dark.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Committees; Community Colleges; High Schools; Inservice Teacher Education; Institutional Advancement;

kindergarten would be in the younger part of their cohort, and Anglo boys would be held out more frequently than females or Latinos; (3) kindergarten retention would be affected by age, gender, and ethnicity. Data on kindergarten students in three southern California school districts were collected between 1989 and 1991. School records were used to obtain data on students' birthdates, gender, and ethnicity. Teachers indicated which students were retained or would be retained the following year. Information on students who had been held out of kindergarten was obtained. Results showed that in the school district with the lowest Latino population, the child's age of entry varied as a function of gender and ethnicity; the predicted holding out pattern for boys and Anglos was evident; and retention decisions were also affected by age, gender, and ethnicity. These results were not duplicated in the other two districts, which had larger Latino populations. A list of 30 references is included. (BC)

ED 338 341 PS 019 831

Tyree, Carolyn L.; And Others
Restructuring the Public School Curriculum To Include Parenting Education Classes.
PUB DATE- Mar 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Southern Association on Children Under Six (Atlanta, GA, March 11-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Board of Education Role; *Curriculum Enrichment; *Early Parenthood; *Family Life Education; Higher Education; *Parenthood Education; *Parenting Skills; *Public Schools; Secondary Education; Sexuality; Teacher Education

Although the current educational climate stresses a back-to-basics approach, there is nonetheless overwhelming evidence of a need for an appropriately structured parenting education program in the public school curriculum. Reasons for this need include the large number of teenage pregnancies and abortions. These lead teens to miss high school graduation and obtain poor jobs or live on welfare. Many physiological risks are associated with early parenthood, including poor nutrition and a high likelihood of suicide. Babies of young parents are more likely than other babies to have low birth weight or to be abused by their families. Teens need to be educated about the consequences of sexual activity. Parenting education curriculum in the U.S. generally stresses family roles, community responsibilities, decision making, parenting options and readiness, life goals, and dangers of teen pregnancies. This document recommends that: (1) colleges of education implement courses that reflect the changing nature of the family; (2) state boards of education develop parenting education curricula; (3) state boards of education establish minimum standards for parenting education teachers; and (4) public schools cooperate with state agencies concerned with parenting. Nineteen references are appended. (SAK)

ED 338 342 PS 019 840

Sandel, Lenore
Head Start to Full Start: A Progression of Gains in Fulfilling Children's Preschool Needs.
PUB DATE- 24 Jun 91

characterized children as piecemeal processors. In this study, 4-, 5-, 6-, and 8-year-olds and adults were asked to draw four different hierarchical stimuli, two composed of letters and two of geometric forms. In the memory condition, each stimulus was presented for 5 seconds and then removed from view. The subject was then asked to draw it. This procedure continued until all four forms had been drawn. The control condition was identical, except that each model remained in view until the subject was finished drawing it. Results indicated that, contrary to earlier reports in the literature, younger children, like the older children, reproduced the global and local levels of the hierarchical forms with equal facility in both the copy condition and the memory condition. Four figures showing the reproduction task stimuli, the scoring scales, scores of drawing quality in memory and control conditions, and actual drawings of subjects are appended. (Author/GLR)

ED 338 361 PS 019 910

Kipp, Elizabeth K.
The Relationship among Temperament, Illness, and Salivary Cortisol in Daycare Children.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Health; *Day Care Centers; *Personality; *Preschool Children; Preschool Education; *Stress Variables
IDENTIFIERS- Child Behavior; *Childhood Illnesses; Respiratory Diseases; *Salivary Cortisol

This study examined the relationships among cortisol level and reactivity, illness, and behavioral measures in 21 day care children between 22 and 48 months of age. Children's temperament was measured by means of the Toddler Behavior Assessment Questionnaire (TBAQ) and the Goodfit Questionnaire, which were completed by parents and teachers. Over several weeks, children were screened for illness by a physician and a nurse and were diagnosed weekly. Salivary cortisol levels were measured both before and after children were presented with a mildly stressful task. Results for the cortisol measures indicated that: (1) baseline cortisol level was negatively correlated with teachers' Goodfit ratings of cheerfulness and sociability; and (2) cortisol level after the stressful task was correlated with parents' Goodfit rating of fussiness, and negatively correlated with teachers' Goodfit rating of cheerfulness. Results for the illness diagnoses indicated that: (1) withdrawal in the stressful task was correlated with respiratory infection, and negatively correlated with otitis media; (2) respiratory infection and overall illness were negatively correlated with the TBAQ rating of interest; (3) respiratory infection was correlated with teachers' Goodfit ratio of even-temperedness; and (4) respiratory infection and overall illness were correlated with parents' Goodfit rating of whinyness, but negatively correlated with teachers' rating. (BC)

ED 338 362 PS 019 912

associated with infants' anxious-resistant attachment in the strange situation. Partner stress, and stress related to changes in family relationships, differed significantly depending on attachment classification in the strange situation. Among mothers who reported low social support, there were no significant differences between the level of stress of mothers whose infants exhibited anxious-resistant attachment in the strange situation, and the stress of mothers whose infants exhibited anxious-avoidant or secure attachment. Eight references are cited. (BC)

ED 338 381 PS 019 952

Whalen, Samuel P.; Csikszentmihalyi, Mihaly
Putting Flow Theory into Educational Practice: The Key School's Flow Activities Room. Report to the Benton Center for Curriculum and Instruction, University of Chicago.
PUB DATE- May 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attention; Class Activities; Classroom Environment; Educational Experiments; Educational Practices; Elementary Education; Elementary School Students; *Experimental Programs; Experimental Schools; *Learning Activities; *Play; *Student Attitudes; *Student Motivation; Thinking Skills
IDENTIFIERS- Choice Behavior; Indiana (Indianapolis); *Indianapolis Public Schools IN; *Multiple Intelligences

The Key School in Indianapolis, an experimental elementary school, was founded by eight experienced teachers who believed that schools can be enjoyable as well as rigorous. This report focuses on one feature of the school, the Flow Activities Room (FAR). The development of the FAR was based on the school's commitment to the theories of multiple intelligences. Three times a week, students engage in free activity in the FAR. Striking characteristics of the FAR include: (1) a prominent display, on bulletin boards, of themes relating to multiple intelligence theories; (2) orderliness; (3) the degree of choice afforded students; (4) a diversity of activities; (5) an atmosphere of challenge and concentration; and (6) a balance between respect for rules and student choice. Interviews and questionnaires assessing students' response to the FAR indicate that the FAR has a positive impact on students. It has been learned from the FAR that: (1) intensified play can be a learning experience; (2) the opportunity for choice helps students clarify their interests; (3) game playing provides opportunities for practicing process-oriented skills and developing sustained attention. A list of 17 references, and several students' drawings, are provided. Appendixes include a guide to the development of the FAR and sample pages and items from the questionnaire. (BC)

ED 338 382 PS 019 954

Skelton, Sarah C.
Our Shrinking World: The Need for Cultural Awareness.
PUB DATE- 20 Apr 91
NOTE- 11p.; Paper presented at the Annual Conference of the Association for Childhood Education International (San Diego, CA, April 20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Fundamental program was developed and received. Results revealed that incidents of acting out behavior decreased while the focus on cooperative play and learning increased. Analysis of the data showed that: (1) the effectiveness of children's communication increases when the children's environment is stimulated by numerous personal experiences; and (2) new activities result in vocabulary expansion. (SH)

ED 338 402 PS 019 991

Bugental, Daphne Blunt; Lewis, Jeffrey Clayton
Computer Simulated Child Behavior as an Elicitor of Adult Reactions.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *Computer Simulation; Interpersonal Competence; *Mothers; *Parent Attitudes; *Parent Child Relationship; *Parenting Skills; Young Children

A study used a paradigm in which adults believed they were teaching a simple video game to an unseen child. In fact, the adults saw computer-generated responses that were modeled on actual child behavior. Subjects were 160 mothers, who were randomly assigned to view simulations of either responsive or unresponsive behavior. The simulations of responsive behavior showed steady improvement during the game, while simulations of unresponsive behavior involved random errors. The total number of errors was the same for both types of simulations. Adults could provide feedback by giving "happy" or "mad face" computer responses, half at any time during the game, and half at the end. Adults were videotaped during the experiment. Analysis of the tapes revealed that simulations of unresponsive behavior were viewed as reflecting low improvement or qualified improvement on the part of the children. Adults used more "mad face" responses and fewer "happy faces" with simulations of unresponsive behavior than with simulations of responsive behavior. Individual beliefs about parenting qualified responses: more negative responses came from parents with low perceived control as parents. Nine references and two charts are appended. (SAK)

ED 338 403 PS 019 992

Smith, Barbara J.; Rose, Deborah F.
Identifying Policy Options for Preschool Mainstreaming. Policy and Practice in Early Childhood Special Education Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Problems; *Agency Role; *Educational Policy; *Mainstreaming; *Mild Disabilities; *Preschool Education
IDENTIFIERS- Project Head Start

The Policy Analysis Study of the Research Institute on Preschool Mainstreaming investigated the manner in which states and local districts have implemented the U.S. Office of Special Education Programs' recommendation that preschoolers with mild to an 8-week period. The project was designed to improve children's social skills by teaching them to resolve conflicts by means of problem-solving skills that did not involve the abuse of others. The program also taught children to understand the connection between their behavior and its consequences. This was done by giving children immediate feedback on their behavior and using role playing and group story activities. A comparison of pre- and post-test measures indicated that, after the intervention, students' study skills improved and their academic achievement increased. Children also exhibited considerable improvement in the categories of anxiety, immaturity, unpopularity, hostility, aggressiveness, delinquency, inattention, and hyperactivity. A reference list of more than 80 items is included. (BC)

ED 338 423 PS 020 026

Wiecha, Jean L.; And Others
Nutrition Counts. Massachusetts Nutrition Surveillance System. FY90 Annual Report.
PUB DATE- Jan 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Anemia; Body Height; Body Weight; *Child Health; Early Childhood Education; Infants; *Nutrition; Physical Development; Physical Health; *State Surveys; Welfare Services; *Young Children
IDENTIFIERS- *Massachusetts; Project Head Start

"Nutrition Counts," the pediatric portion of the Massachusetts Department of Public Health's (MDPH) Nutrition Surveillance System, monitors and describes aspects of nutritional status among groups of young children in the state. This report presents cross-sectional data describing 5,176 infants and young children in Massachusetts. Of these, 3,181 attended Head Start programs throughout the state, and 1,995 attended private day care programs, public preschools, and public kindergartens in South and Central Berkshire Counties. Data describe these children's nutritional status (height, weight, iron status, and other measures) and Head Start households' participation in AFDC, Food Stamps, Medicaid, and the Special Supplemental Food Program for Women, Infants and Children. FY90 Head Start results are also compared to FY89 and FY88 results. The most common nutrition-related problems among the Head Start sample were overweight, short stature, and probably iron deficiency anemia; of the other group, the problems were short stature in the public preschool group and overweight in the kindergarten group. Recommendations are offered to develop and implement interventions, increase participation in benefit programs, and improve understanding of the problem. The survey form is appended. Contains 14 references. (LB)

ED 338 424 PS 020 027

Winkler, Joann B.
The Use of Peer Facilitators To Enhance Self-Esteem Levels of At-Risk Students.
PUB DATE- Jul 91
NOTE- 52p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)

grown steadily since the 1970s. A few are housed in state agencies, but most are community-based organizations. Nearly half the states have statewide CCR&R organizations. Services provided by CCR&Rs include: (1) promoting consumer education and parental choice by giving parents detailed information about local child care programs and counseling parents about alternatives when services do not meet their needs; (2) assisting child care providers by offering training; (3) documenting trends and building the supply of child care services; and (4) leveraging resources through public-private partnerships. Information about NACCRRA and an employer-assisted child care information kit from the National Association for the Education of Young Children is provided. (BC)

ED 338 445 PS 020 069

Perrone, Vito
On Standardized Testing. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Accountability; Elementary Education; Elementary School Students; Grade Repetition; *Standardized Tests; *Student Evaluation; *Teacher Attitudes; *Test Reliability; *Test Use; Writing Evaluation
IDENTIFIERS- Association for Childhood Education International; ERIC Digests

This ERIC Digest was adapted from the Association for Childhood Education International's (ACEI) 1991 position paper on standardized testing. Since the publication of "A Nation at Risk" in 1983, standardized testing programs have expanded greatly. Tests may be of pencil-and-paper or performance-oriented varieties. The purposes of tests include determination of children's placement in gifted programs and grade advancement. Teachers feel compelled to spend time preparing children to take tests in spite of the fact that few teachers believe that a given child's intelligence can be accurately represented by standardized tests. Reasons for caution in the use of tests include the possible loss of children's self-esteem, the distortion of the curriculum, and the lowering of expectations. The ACEI believes that no standardized testing should occur through grade 2, and questions the need for testing in the remaining elementary school years. Teachers increasingly indicate that they can address accountability issues through documentation of children's work. This is most clearly seen in the area of writing. Concerned educators argue that writing cannot be assessed outside the instructional process itself. The digest concludes that performance-based assessment in the classroom, rather than assessment by standardized testing, guarantees an understanding of the growth of individual children. Three references are cited. (BC)

ED 338 446 PS 020 075

Ninio, Anat
The Expression of Communicative Intents in Single-word Utterances and the Emergence of Patterned Speech.
PUB DATE- Apr 91

that contribute to primary school repetition and dropout in Honduras. Data were collected by record reviews; teacher, student, and parent interviews; and a test of Spanish. The sample included 1,253 students in grades 1 and 3 in 40 schools in rural Honduras. The main findings of the study are: (1) repetition is more prevalent than primary school dropout; (2) repeating doesn't help learning; (3) low socioeconomic background relates to repetition; (4) children who repeat are not treated by teachers the same as those who do not repeat; (5) preschool attendance reduces repetition rates; (6) teachers that promote more students differ from those who have many students who repeat; (7) repeating is not totally a function of the grades given by the teacher; (8) multigrade teachers have more repeaters; (9) students perform better in classes that receive textbooks; (10) teachers who expect success produce it; (11) there is great variability in access to school time; and (12) students who are in school more hours have higher achievement on the Spanish test, and higher final grades. Recommendations for policy intervention are: (1) increasing teacher training; (2) expansion of preschools; (3) streamlining student assessment; (4) establishing a minimum of two teachers in multigrade school; (5) expanding access to effective time in school; (6) not adopting automatic promotion; and (7) carrying out policy studies which yield information to increase the quality of education. (KS)

ED 338 464   RC 018 380

Good, Mary Ellen
The Clinical Nurse Specialist in the School Setting: Case Management of Migrant Children with Dental Disease.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Caseworker Approach; Dental Evaluation; *Dental Health; Elementary Secondary Education; *Migrant Children; Migrant Health Services; *Parent Participation; Prevention; Program Evaluation; *School Nurses
IDENTIFIERS- California; *Clinical Nurse Specialist; Migrant Education Program

This paper presents strategies for the clinical nurse specialist (CNS) in the school setting to use in case management of migrant children with dental disease. Although dental disease is the major health problem of all school-age children in the nation, the problem is even more severe for children of migrant farmworkers. Leininger's transcultural care theory serves as a useful model for the CNS working with migrant children. The concept of cultural congruent care specifies cultural, social, group, and health system variations as the basis for nursing care decisionmaking. Congruent care also aims to provide quality care to clients of diverse cultures that is meaningful, satisfying, and beneficial to them. The CNS must examine the influence of economic factors, educational factors, cultural values and lifeways, and technological factors on the incidence of dental disease. The role of the CNS in case management involves: (1) conducting dental screenings; (2) providing instruction to children, teachers, and parents in prevention and correction of the problems; (3) serving as an advocate and liaison for migrant children in the political arena; and (4) linking children with health resources and dental hygiene programs. A model program, the Children's Dental Project in Santa Cruz County, California, provides dental treatment from

Education; *Sex Differences; *Student Attitudes; *Student Motivation; *Teacher Characteristics; Teaching Methods
IDENTIFIERS- *New York Regents Examinations; *Science Achievement

Student differences in attributions and motivation toward the study of high school Regents Earth Science were investigated through a naturalistic classroom study. Subjects were 72 ninth-graders in a rural New York high school. A shift in student attributions regarding success or failure in the class was facilitated by introducing an instructional intervention of an Earth Science unit with a criterion of 100% mastery. In particular, the shift in attributions of low achieving students toward the controllable factor "effort" was studied, and gender differences in attribution shifts were noted, with a higher percentage of female students showing shifts in attributions toward effort than males. These attribution shifts and introduction of the mastery unit are related to achievement in the course. The relevance of these findings are discussed in regard to improving the level and quality of science understanding for a broader ability range of high school students. Appendixes include a schedule for data collection, a student attitude questionnaire, and test results. (5 tables/figures) (Author)

ED 338 483 SE 052 134

Hinton, Nadine K.; And Others
Multiple Evaluation Perspectives of the Animals in the Classroom Workshops.
SPONS. AGENCY- Ohio Board of Regents, Columbus.
PUB DATE- 5 Apr 91
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Controversial Issues (Course Content); Elementary Secondary Education; *Evaluation Methods; *Inservice Teacher Education; *Laboratory Animals; Pretests Posttests; Program Descriptions; Science Education; Student Attitudes; Student Projects; Surveys; *Teacher Attitudes; Teaching Methods; Workshops
IDENTIFIERS- *Animals in the Classroom Project; *Dissection

The purpose of a study was to demonstrate the value of multiple evaluation perspectives in the development, implementation, and revision of a series of workshops conducted for inservice teachers. In the Animals in the Classroom Program, the content of the workshop concerned a highly charged issue: the appropriate and humane care and use of animals in the precollege classroom and in student research. To evaluate the program's implementation and impact, qualitative and quantitative information were combined to capitalize on strengths and address the weaknesses of each source of data and converged on a comprehensive picture of the program, rich in details about the participants' knowledge about the use of animals in education. With the assistance of the Advisory Committee, the workshop coordinator modified the content of the workshop to be appropriate for classroom teachers. The resulting workshops were successful from several perspectives: (1) teachers rated them highly; (2) teachers' comments were very favorable; (3) teachers' knowledge and classroom practices changed following their participation in the workshop; and (4) knowledge was gained on teachers' and students' attitudes toward animals. Comments from teachers corroborated multidimensional science/technology/society pilot project designed to introduce water quality dimensions into Illinois high schools. The project involved high school science, social science, and English teachers in an integrated study of their local river and community. Science students conducted water quality tests; social studies classes evaluated the culture and historical impact of the river; and English classes processed the information into a collection of writings that spanned all aspects of river life. A key feature was the use of technology in the form of a computer network. The participating schools were able to communicate with each other via computer on water quality, problems, and successes. Specific goals addressed in the program include the following: (1) provide a working model so that Illinois high schools and middle schools can develop a science/technology/society unit based on water quality studies; (2) provide equipment and materials that represent the available technology in scientific water quality studies; (3) develop a vehicle for gathering data and applying skills gained in the social science (regarding water quality) to decision-making in real-life situations; (4) interpret written materials on river life and culture in such a way that students will be able to write well-organized and coherent materials for acceptance in the project publication, "Meanderings"; (5) develop an increased competency in microcomputer application and its role in data analysis; and (6) introduce project high school students and teachers to academic and industrial scientists, along with their equipment, so that they become aware of the work at the "cutting edge" of science. Data collected on student attitudes, student knowledge of water quality parameters and techniques, participating teachers, and an assessment of the instructional priorities of the teachers were used to evaluate the program. Student test results are summarized on seven tables. (18 references) (KR)

ED 338 502 SE 052 395

Handel, Ruth D.
Scientist Mothers and Their Daughters (2). An Inquiry into One Aspect of Socialization into Science.
PUB DATE- Apr 91
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Supported by an award from Montclair State College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Case Studies; *Daughters; Employed Parents; Interviews; *Mothers; Parent Participation; Qualitative Research; Role Conflict; Role Models; *Scientists; *Socialization

This paper explores possible intergenerational socialization into science on the part of mothers who are scientists in relation to their school-age daughters. Its aim is to describe ways in which mothers who are scientists foster or fail to foster orientation to science fields. The exploratory and naturalistic study is conducted in the "context of discovery" and intended to raise the issue of possible familial consequences of the growing participation of women in scientific fields. The research asks the questions: What difference does it make in terms of a child's orientation toward science to grow up in a home in which the mother is a scientist? How does the mother's profession structure knowledge dissemination in the family? How may it affect her socialization of her daughter and how does spend time in U.S. schools might find this document beneficial. It includes a brief examination of the structure of U.S. secondary education, patterns of life, and work in a typical U.S. secondary school, and relationships among various groups of persons within secondary schools. Three key issues in U.S. public education are discussed against this introductory background: (1) progressivism versus traditionalism; (2) homogeneous versus hetrogeneous grouping; and (3) local versus state financing of school costs. The document also contains a 15-item summary of important features of U.S. secondary education; a 29-item glossary of common terms in secondary education; and a graphic depicting optional paths of student advancement through the U.S. educational system (pre-school through grade 12). (DB)

ED 338 522   SO 021 485

King, Robert
Teaching about the Arts: Myths and Reality.
PUB DATE- Mar 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art Education; *Curriculum Development; Elementary Education; Learning Strategies; Role of Education; Teaching Methods
IDENTIFIERS- Aesthetics

It is agreed among most educators that the arts should occupy some place in the elementary school curriculum. Yet the fact is that a strong role for the arts has yet to be developed. This paper argues that at least part of the reason for why such a strong role for the arts does not exist lies in some of the widely held beliefs about the practice of the arts in the classroom, beliefs that can be labeled "myths." Some of these myths include, "The arts are good to have in a classroom because there's no right or wrong answer," and "The best way to teach art is to integrate it with other subjects." Five emphases are presented for improving arts instruction: (1) emphasize the aesthetic problem; (2) emphasize the medium; (3) emphasize the elements of the art; (4) emphasize the real world; and (5) emphasize alternatives. (DB)

ED 338 523   SO 021 498

Martin, Roberta; Gronewold, Sue
Is There a Place for Asia in the K-12 Social Studies Curriculum? A Survey of Requirements and Common Course Sequences in the 50 States, 1987-1990.
SPONS. AGENCY- Department of Education, Washington, DC.; United States-Japan Foundation.
PUB DATE- Dec 90
NOTE- 223p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Asian Studies; Curriculum Development; Elementary Secondary Education; Foreign Countries; Foreign Culture; Global Approach; National Surveys; Non Western Civilization; *Social Studies; *State Standards
IDENTIFIERS- *Asia

A nationwide survey of state education departments was conducted

Buuren); and "Professor Jack Carnochan: Biographical Note" (G. Furniss and P. J. Jaggar). (MSE)

ED 338 062 FL 019 769

Appleyard, David L.
The Role of Tone in Some Cushitic Languages.
PUB DATE- Jul 91
NOTE- 29p.; In: "Grammatical Phonetics: Studies in Honour of Jack Carnochan" (see FL 019 768).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *African Languages; Case (Grammar); Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; Morphology (Languages); *Somali; Structural Analysis (Linguistics); *Tone Languages; *Uncommonly Taught Languages
IDENTIFIERS- *Cushitic Languages; *Gender (Language); Oromo

The morphological function of tone/accent is examined in a number of Cushitic languages, with the objective of determining whether any comparative statement can be made validly at the group level. Three languages, the Somali dialect cluster, Afar, and Oromo, are the basis for the study. Patterns in case, gender, and the jussive form are analyzed. It is concluded that tone/accent does play an important role in the morphology of these languages, and that it is to some extent possible to reconstruct tone/accent as a morphological device for earlier stages in their history. At these earlier stages, it is likely that tone/accent did not function as a morphological device on its own, but formed an intrinsic part of inflectional affixes in addition to being associated with root categories at the lexical level. It is also seen as likely that the type of accentual system to be reconstructed for earlier languages should be the same as that which exists currently in many Cushitic languages, i.e., a simple two-term mora-counting system. (MSE)

ED 338 063 FL 019 770

Clements, G. N.
Downdrift in a Tone Language with Four Tone Levels.
PUB DATE- Jul 91
NOTE- 9p.; In: "Grammatical Phonetics: Studies in Honour of Jack Carnochan" (see FL 019 768).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- African Languages; *Ewe; Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; Regional Dialects; *Tone Languages; *Uncommonly Taught Languages

Many tone languages exhibit some form of downdrift or automatic downstep, the lowering of high tones separated by low tones. In extreme cases, the realization of high tones at the end of a domain (such as the sentence) may be lower than the realization of low tones at the beginning. Tone languages with this property are cross-level tone languages. In such languages, high and low tones must be distinguished by reference to the value of neighboring tones rather than to some absolute range of values. As part of a phonetic study of pitch realization in African tone languages, field recordings of natural speech in Anlo, a dialect of Ewe, recorded in Ghana in 1970, were submitted to computerized pitch analysis. This dialect has four phonetically distinct tone levels. Only two are lexically distinct. The text, consisting of 15 intonation groups evaluation instrument. The tabulation of results indicates the percentage of students across the province who achieved the objectives chosen for assessment, the level at which they performed, and whether the results were found to be satisfactory by the project committee. The majority of objectives were met satisfactorily, with communication objectives achieved at a higher level than functional objectives. It is also concluded that the existing curriculum has inhibited efforts to exploit the whole range of listening comprehension skills, and that difficulties were encountered with the functional objectives for speech skills. Eleven recommendations are made for improved program design and implementation. (MSE)

ED 338 087 FL 019 814

Theberge, Raymond
Evaluation du programme d'etudes de francais langue seconde en immersion a la 6e annee. La comprehension orale et la production orale, 1990. Rapport Final. (Evaluation of French as a Second Language Study Program for Grade Six Immersion. Oral Comprehension and Speaking Skills, 1990. Final Report).
PUB DATE- 90
NOTE- 69p.; Prepared by the Bureau de l'education francaise. For summaries, written in both English and French, see FL 019 816.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Design; Evaluation Criteria; Foreign Countries; *French; Grade 6; *Immersion Programs; Intermediate Grades; *Listening Comprehension; Measurement Techniques; Program Effectiveness; Program Evaluation; Research Methodology; Second Language Programs; *Speech Skills
IDENTIFIERS- Manitoba

An evaluation of Manitoba's French immersion programs at the levels of grades 3, 6, and 9 focused on program effectiveness in teaching listening comprehension and speech skills. The results for grade 6 are presented here. The first section describes the framework of the immersion curriculum and the listening and oral skills targeted in it. The second section outlines the study's design, including the evaluation instrument used, its pilot testing, sampling, data collection, evaluators, scoring, and evaluation criteria. The third section presents results and interpretation, and the final section offers conclusions and nine recommendations for program design, classroom implementation, and program administration. It was found that objectives of the oral comprehension and speaking skills components of the French-as-a-Second-Language curriculum were adequately achieved. However, four of the objectives used for the evaluation were judged unsatisfactory: (1) expressions from context; (2) motivates others to act; (3) uses precise terms; and (4) uses appropriate grammatical structures. There was a higher level of achievement in oral comprehension than in speaking skills. The evaluation instrument is appended. (MSE)

ED 338 088 FL 019 815

Theberge, Raymond
Evaluation du programme d'etudes de francais langue seconde en immersion a la 9e annee: La comprehension orale et la production orale, 1990. Rapport Final. (Evaluation of French as a Second Language Study Program for Grade Nine Immersion: Oral Comprehension and Speaking Skills, 1990. Final Report).

Proficiency; *Learning Strategies; *Second Language Learning; Student Evaluation; Student Placement; *Transitional Programs
IDENTIFIERS- Cognitive Academic Language Learning Approach; *Content Area Teaching

The Cognitive Academic Language Learning Approach (CALLA) is an instructional program for limited English proficient (LEP) students who are being prepared to participate in mainstream content instruction. CALLA students are taught to use learning strategies derived from a cognitive model of learning as aids to comprehension and retention of concepts in the content area. This report provides a broad perspective on the integration of language, content, and strategy learning for LEP students at upper elementary and secondary levels. Intended to serve as a coordinating link between ESL or bilingual teachers and mainstream classroom teachers, the report contains five chapters on the following topics: characteristics of the CALLA model; English language development (1) through science, (2) through mathematics, and (3) through social studies; and assessment and evaluation (of academic achievement and English language proficiency). It is noted that the CALLA approach is based on the observation that many LEP students fail to realize the promise of their early successes in learning English by continuing to master English once they advance to content-area instruction. Contains 65 references. (LB)

ED 338 109 FL 019 857

Iribarren, Norma
A Resource Compendium of Assessment Instruments Which Can Be Used To Help Schools in the Education of LEP Students.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 88
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; Aptitude Tests; Elementary Secondary Education; Intelligence Tests; Interest Inventories; *Language Proficiency; *Language Tests; *Limited English Speaking; Occupational Tests; Personality Measures; Standardized Tests

Test instruments designed for limited English proficient (LEP) students from pre-school through adult are reviewed in this annotated bibliography. The assessments cited have been evaluated for reliability, validity, and equity, the latter being an emerging criterion in the process of evaluating assessment instruments. The tests most commonly used in bilingual education environments are represented, but it is noted that there is no 100% reliable instrument that is tailored to individual LEP student needs. The tests are grouped under the following categories: achievement tests (17 tests); language proficiency (23 tests); tests of aptitude, general ability, intelligence or cognitive development (13 tests); vocational, career, and attitudinal inventories (four inventories); and personality inventories (two inventories). Each citation includes a description, author, grade level, administration time, type of administration, language(s) assessed, and publisher. (LB) faculty. An index and over 150 references are included. (JB)

ED 338 129 HE 024 970

Women's Campus Safety Audit Guide.
SPONS. AGENCY- Ontario Ministry of Colleges and Universities, Toronto.; Ontario Women's Directorate, Ottawa.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Campuses; Colleges; *College Students; *Crime Prevention; Evaluation Methods; Females; Foreign Countries; Higher Education; *School Safety; *School Security; *Sexual Abuse; Sexual Harassment; Universities; Violence
IDENTIFIERS- Canada

This booklet is designed for those who want to make the college campus a safer environment for women. Specifically, it provides information to help make public and semi-public places safer and more comfortable for women, focusing on preventing sexual harassment and assault. The booklet introduces the safety audit and explains what the audit is meant to accomplish, as well as how to organize and implement it. Also discussed are an explanation of what constitutes violence against women, sexual assaults on campus, and what participating in a safety audit can do. Included are a campus safety checklist, a non-physical environment sample questionnaire, and a list of materials required for the audit. Finally, questions to ask when making changes based on audit findings are presented, as well as information concerning evaluating and presenting the audit findings. (GLR)

ED 338 130 HE 024 971

Harris, April L.
Raising Money and Cultivating Donors through Special Events.
PUB DATE- 91
NOTE- 63p.; For a related document, see ED 303 121.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; Check Lists; Colleges; Donors; Financial Needs; *Fund Raising; Guidelines; Higher Education; Private Financial Support; Program Development; Universities; Volunteers

This book provides "how to" information for those who have never managed a fund-raising event for a college or university, and gives advice to help the experienced professional fund-raiser fine-tune traditional or new events. It covers the essential steps in event planning such as developing a realistic budget, and includes a budget planning checklist. Specific chapters discuss the following: (1) developing special events to meet specific roles; (2) matching the event to the institution; (3) determining the budget and paying the bills; (4) using volunteers; (5) pricing and selling the tickets and promoting the event; (6) selecting and positioning events that support the capital campaign; and (7) developing and implementing an effective post-event follow-up process. The book contains a 26-

DESCRIPTORS- Academic Records; Admission Criteria; *Articulation (Education); College Credits; Colleges; *College Transfer Students; Higher Education; Prior Learning; School Policy; Student Adjustment; *Transfer Policy; Two Year Colleges

This book offers students practical guidance in transferring from one higher educational institution to another, including two-year and community colleges. Following a reprint of the transfer student's bill of rights and an introduction, chapter 1 identifies seven steps to a successful transfer: (1) identify the career and course of study you wish to pursue; (2) choose a school that is right for you and will help you meet your goals; (3) determine if you (and your credits) are eligible for admission; (4) get help drawing up a transfer plan that will satisfy your degree requirements; (5) plan for and complete your school's graduation and general education patterns; (6) plan and complete your lower division major preparation; and (7) don't take your eyes off the goal. Chapter 2 lists common pitfalls to easy transfers and offers advice for how to avoid them. Chapter 3 discusses funding, including financial aid packages, grants, loans, part-time jobs, and others. Chapter 4 treats the needs of special students, including reentry adults, athletes, international students, the handicapped, students in the military, and minorities. Chapter 5 answers 50 frequently asked questions about transferring, and chapter 6 discusses the adjustment required after the transfer takes place. (JB)

ED 338 150 HE 024 991

Gathercoal, Forrest
Judicious Leadership for Residence Hall Living.
PUB DATE- 91
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Principles; College Students; Dormitories; Higher Education; *Leadership Responsibility; On Campus Students; Resident Advisers; Resident Assistants; *Residential Colleges; *Student Behavior; *Student Rights; *Student Welfare; *Supervisory Methods

This book presents a theory of judicious leadership for residence hall management that advocates the creation of an ethical and educational perspective based on the U.S. Bill of Rights. It argues that by recognizing college students' citizenship rights, providing them an opportunity to experience individual liberties, and helping them to understand the needs and demands of their social responsibilities, students in residence halls can be empowered to govern and to think for themselves. The book is divided into four parts. Part I examines responsibility and style, and functions as the conscience of good student management by suggesting ways to create and maintain a professional relationship of trust and care between students and residence hall staff. Part II introduces and supports an educational management model for student management as opposed to a punishment or confrontative approach in handling student behavior problems. Part III suggests a methodology for helping students to learn and experience their individual rights as well as to know and appreciate their responsibility for the welfare of others. Part IV emphasizes the importance of balancing the individual rights and educational needs of one student against the compelling interests of the majority. Also offered are strategies and techniques for implementing judicious leadership. (GLR)

Davidson, Barry S.; Hansen, David A.
A Good Neighbor Nonresident Tuition Plan: The Nevada Initiative.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Graduate Students; Higher Education; *Out of State Students; Policy Formation; *Tuition; Undergraduate Students
IDENTIFIERS- California; *University of Nevada Reno

The University of Nevada's "Good Neighbor" nonresident tuition plan for residents of 10 contiguous California counties is described. Data was gathered and interest cultivated over an 8-year period to bring the "Good Neighbor" proposal before the Board of Regents who subsequently approved it. Previous to the new policy, all out-of-state students paid the registration fee and the full nonresident tuition of $1,500 per semester. With the institution of the new policy, nonresident students approved under the "Good Neighbor" policy pay $200 per semester tuition. Those students provide documentary photocopy proof of graduation from an approved out-of-state institution or of a 12-month continuous residence in one of the 10 "Good Neighbor" counties. The policy affects residents of the Lake Tahoe basin, the area of the Alpine, El Dorado, Inyo, Lassen, Modoc, Mono, Nevada, Placer, Plumas, and Sierra counties of California. Since passage of the policy, admissions related activities from the target area have increased substantially. The increased interest may be due to financial savings to the student, the university's proximity, degree programs offered, and the low student faculty ratio. The process of developing and approving the policy included a draft proposal approved by the faculty senate, and a proposal developed by a university wide enrollment planning group, five references and two tables are included. (JB)

ED 338 170 HE 025 012

Jefferson, Anne L
Early Retirement: The Cost to Canadian Universities.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Early Retirement; *Educational Finance; Foreign Countries; Higher Education; Personnel Policy; Teacher Retirement
IDENTIFIERS- *Canada

A study examined effects of early retirement plans (ERP) at Canadian Universities. In response to current conditions within Canadian universities and a Canadian Supreme Court decision upholding mandatory retirement requirements, many universities have sought to encourage faculty retirement through ERPs. In order to study the cost of such programs, a survey was distributed to 58 Canadian universities. Twenty-seven institutions responded and of those 14 (24 percent) had ERP in place and operating long enough to participate in the study. Although this number was low, the institutions were representative. Results indicated that only one institution found the plan to be of greater financial cost than anticipated. Only two institutions found their ERP less of a financial burden than initially anticipated due to few faculty opting for the more expensive options and performance of

NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Community Colleges; *Curriculum Development; *Educational Needs; *Educational Planning; Enrollment; Enrollment Influences; Higher Education; Labor Market; Labor Needs; *Nursing Education; Postsecondary Education; Program Development; State Colleges; State Legislation; State Universities
IDENTIFIERS- California State Postsecondary Education Comm; California State University

This report addresses three issues concerning the ability of California's collegiate nursing programs to produce enough registered nurses to meet a growing statewide shortage: (1) the existing enrollment capacity of nursing programs in the State's public and private colleges and universities; (2) plans for the expansion of enrollments on existing campuses and the possible addition of new programs; and (3) the status of curriculum articulation between community college and California State University programs. The report suggests that capacity and potential for expansion are affected significantly by variables outside a program's ability to change (e.g., availability of clinical placements and recruitment and retention of qualified faculty), and that the State could do well to focus limited resources on these other aspects of the shortage equation and those aimed at improving the working conditions of nurses. These variables, it is argued, ultimately have the determining effect on California's ability to meet its current demand for registered nurses. An appendix contains a copy of Assembly Bill 1055 (1990), and the Executive Summary of "Meeting the Immediate and Future Needs for Nursing in California." (GLR)

ED 338 190 HE 025 032

The Educational Equity Plan of the California Maritime Academy. A Report to the Legislature in Response to Language in the Supplemental Report of the 1990-91 Budget Act.
PUB DATE- Apr 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Admission (School); *Admission Criteria; *Affirmative Action; Educational Opportunities; *Equal Education; Higher Education; Minority Groups; *Policy Formation; Postsecondary Education; *Selective Admission; Student Recruitment
IDENTIFIERS- *California Maritime Academy; California State Postsecondary Education Comm

This report responds to the California Maritime Academy's plan to develop a student affirmative action plan to address the needs of underrepresented, women, and low-income students. The report concludes that the final version of the plan (attached as an appendix) provides a good beginning for the changes that must occur at the Academy if educational equity is to be achieved and supports it. However, the Commission encourages the Academy's Board of Governors to improve upon this initial effort by reexamining the Academy's existing admissions policy to more clearly articulate the Academy's entrance requirements. It is felt that the articulation of a clearly defined admissions policy will greatly assist the Academy in its efforts to encourage applications from all interested students, and particularly those from underrepresented backgrounds. The hearing were the proposed Institute for the Education of At-Risk Students, the depoliticization of educational research, the necessity for planning to meet the needs of rural educational programs, and the relationship between OERI, the Federal Government, and educational improvement. This transcript of the hearing includes testimony and prepared statements presented by eight witnesses: (1) Major R. Owens, Representative from New York; (2) James Comer, the Yale Child Study Center at Yale University; (3) Todd Strohmenger, the Rural Small Schools Program at the Appalachia Educational Laboratory; (4) Linda Darling-Hammond, National Center for Restructuring Education Schools and Teaching (NCREST) at Teachers College, New York; (5) Keith Geiger, the National Education Association; (6) Edmund Gordon, Yale University; (7) Shirley McBay, the Quality Education for Minorities Network; and (8) Laura Rendon, North Carolina State University, Raleigh. (DB)

ED 338 209   IR 015 231

Jacobson, Larry; Hafner, Laurin P.
Using Interactive Videodisc Technology To Enhance Assessor Training.
PUB DATE- 91
NOTE- 29p.; Paper presented at the Annual Conference of the International Personnel Management Association Assessment Council (Chicago, IL, June 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Observation Techniques; Comparative Analysis; Elementary Secondary Education; Higher Education; *Interactive Video; *Intermode Differences; Pretests Posttests; *Programed Instruction; Questionnaires; Scoring; Skill Development; *Teacher Certification; Teacher Evaluation; Training Methods

The first of two sections of this paper describes a pilot program that used interactive video (IAV) technology to enhance the scripting skills of teacher certification assessors in the administration of a classroom observation technique. A comparative analysis was drawn between three groups of assessors: those who received IAV programed instructional training, video only training, and no training at all. A pretest was administered to the first two groups; all three groups received posttests. No differences were found in the results for the three training methods, and this is attributed to the strong scripting skills already possessed by the assessors. The second section provides descriptions of each of the components of the IAV system used in the scripting practice study. The appendices contain examples of teacher certification criteria to be observed in the classroom, questionnaires used in the study, an example of a feedback screen, and a visual diagram of IAV components. (6 references) (DB)

ED 338 210   IR 015 232

Kominski, Robert
Computer Use in the United States: 1989. Current Population Reports, Special Studies.
PUB DATE- Feb 91
NOTE- 53p.; For the 1984 report, see ED 296 705.
LANGUAGE- English

ED 338 227 IR 015 263

Booth, Shirley
Conceptions of Programming: A Study into Learning To Program.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Science Education; *Concept Formation; Foreign Countries; Heuristics; Higher Education; Interviews; *Learning Processes; Microcomputers; Problem Solving; *Programing; *Programing Languages; *Undergraduate Students
IDENTIFIERS- Sweden

This paper reports the results of a phenomenographic study which focused on identifying and describing the conceptions of programming and related phenomena of about 120 computer science and computer engineering students learning to program. The report begins by tracing developments in the students' conceptions of programming and its parts, and then looks at the development of their understanding of programming concepts and techniques. A group of undergraduate students at the University of Gothenburg (Sweden) were followed during their 6 months of study, during which time they received instruction in two programming languages--SML (Standard Meta-Language) and Pascal. The students were interviewed six times during the study, and the results of the study are based on thorough analyses of the first and sixth interviews, plus interviews with a group of 12 second year students who had completed a further course of programming. Data from "Programmers at Work" (Lammers, 1986), a collection of interviews with successful professional programmers, were used to broaden the base of the study. Analyses identified students' conceptions of programming as an activity, a problem to be solved, and an end product; computers as tools, facilitators, simple machines, and universal engine conceptions; and programming languages as codes, utilities, a means of communication, and a means of expression. The report concludes with discussions of complexity in the conceptions of programming, learning to program, and further research to be conducted as a continuation of this study. Descriptions of the programming languages and an outline of the interviews are appended. (11 references) (DB)

ED 338 228 IR 015 266

Stahl, William A.; Johnson, Brian
Evaluating the Electronic Blackboard: Technical Paper #1.
SPONS. AGENCY- Regina Univ. (Saskatchewan).; University Grants Commission, New Delhi (India).
PUB DATE- 90
NOTE- 39p.; Report written for the Canadian International Development Agency project, "A Design Model for a Computerizing University."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; Educational Technology; Electronic Equipment; Foreign Countries; Higher Education; Hypothesis Testing; *Illustrations; *Instructional Effectiveness; Interaction; Intermode Differences; *Lecture Method; *Microcomputers; Questionnaires; Teaching Methods
IDENTIFIERS- *Electronic Blackboards; University of Regina SK

Cooperation?" (Robert Weber); (2) "Information Services and the Library: Demands, Resources, and Values for the Future" (Patricia Swanson); and (3) "Roles and Actions for ARL" (Clifford Lynch). Also included are brief reports on group discussions of concerns relating to information needs in science and technology by James Green, Elmer Smith, Robert Zich, and Martin Cummings. An update on serials pricing and library responses to this by Ann Okerson is then presented. Business meeting coverage includes a report of membership dues and reports from the Statistics Committee, the Executive Director, ARL President, and the ARL President-Elect. Concluding these minutes are a report on association activities (May-October 1990); a list of the attending participants; and lists of the officers and members of the Board of Directors, committees, task forces, and member associations of the ARL. (MAB)

ED 338 248 IR 053 772

White, Phillip M.
American Indian Studies. Library Research Guide. 2nd Edition.
PUB DATE- 90
NOTE- 60p.; For the first edition, see ED 305 934.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Studies; Annotated Bibliographies; College Libraries; *Government Publications; Higher Education; Indexes; *Information Sources; Library Guides; *Library Materials; Newspapers; Periodicals; *Reference Materials
IDENTIFIERS- San Diego State University CA

This guide to sources for San Diego (California) State University students doing library research on topics related to American Indian Studies begins by noting that information on North American Indians can be found in a variety of subject disciplines including history, anthropology, education, sociology, health care, law, business, and politics. The sources listed are annotated, and include reference sources; bibliographies; research library catalogs; magazine, journal, and newspaper indexes; computer databases; and U.S. Government, California state government, and United Nations publications. Additional sources suggested include audiovisual materials, biographical sources, book reviews, curriculum collections, interlibrary loan, the juvenile collection, and microform collections. Information is also provided on the San Diego State University Library and the University's American Indian Studies Department. Appendixes contain a list of Library of Congress Subject Heading subdivisions for the heading "Indians of North America"; the Library of Congress classes which encompass this topic; maps showing the distribution of major Indian tribes in San Diego county and the Southwest; a chart showing Southern California reservation populations; community information and referral sources; and financial aid information for Indian college students. A subject index concludes the guide. (MAB)

ED 338 249 IR 053 773

Information Systems in the University of Saskatchewan Libraries: A Vision for the 1990s.
PUB DATE- May 91

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; *Library Materials; Library Science; National Libraries; *Paper (Material); *Preservation; *Prevention; Records Management
IDENTIFIERS- *Deterioration (Books); *Paper Deacidification

This 259-item bibliography is a compilation of books, articles, technical reports, and conference proceedings which deal with the preservation of books and paper materials through mass deacidification. Materials of historical interest from scientific, library science, and "popular" works have been included. The material is arranged in chronological blocks since specific users may wish to consult the most recent literature. The citations in the first section are basic works on deacidification and are included because of their historical importance. Subsequent sections, beginning with works up to 1969, are arranged in chronological order by 5-year priods through 1984, and yearly, thereafter, to 1990. Concluding the bibliography is an author index for those seeking specific works. It is expected that this bibliography will be updated as new material becomes available. (MAB)

ED 338 268 IR 053 836

Petrowski, Mary Jane; Wilson, Lizabeth A.
Cooperative Learning and Bibliographic Instruction: A Workshop for Librarians.
PUB DATE- 91
NOTE- 78p.; Workshop presented at the Off-Campus Library Services Conference (Albuquerque, NM, October 30-November 1, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Libraries; *Cooperative Learning; Higher Education; Instructional Materials; Librarians; *Library Instruction; Optical Data Disks; Program Guides; Reference Materials; Transparencies; *Workshops

This is a compilation of materials from a workshop for librarians on cooperative learning and bibliographic instruction. Included in these materials are the workshop agenda and goals and instructions for a game, "Petals Around A Rose," that has both a competitive and a cooperative learning version. Other workshop materials include three bibliographic instruction scenarios, a cooperative learning information packet, and bibliographies on the following themes: "Collaborative Learning"; "Critical Thinking"; "CD-ROM End-User Instruction"; "Bibliographic Instruction"; "Ideas for Library Assignments and Teaching"; and "Cooperative/Collaborative Learning: Research and Practice (Primarily) at the Collegiate Level." Also provided is the workshop evaluation sheet and photocopies of the overheads used during the workshop. (MAB)

ED 338 269 JC 910 441

Adelman, Clifford
The Way We Are: The American Community College as Thermometer.
PUB DATE- Feb 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Attendance Patterns; *College

senior institution as at HCC; 73% reported a grade point average of 3.0 or higher; and 77% of the transfers rated HCC's transfer preparation as good or very good; (7) 96% of the respondents reported having achieved their employment goals within a year after graduating from HCC, 71% rated HCC's employment preparation as good or very good, and 23% e preparation as fair; and (8) 82% of the graduates' employers felt the match between education and job requirements was close, and 18% thought the program was somewhat related to the job requirements. Respondent comments and the survey instruments are attached. (JMC)

ED 338 285   JC 910 501

Knoell, Dorothy M.
Updated Community College Transfer Student Statistics: Fall 1990 and Full-Year 1989-90. Staff Report Series. Commission Report 91-11.
PUB DATE- Apr 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Transfer Students; *Community Colleges; Enrollment Trends; *Minority Groups; Public Colleges; *State Universities; *Student Behavior; Tables (Data); Transfer Programs; Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

The most recent trends in student transfer from the California Community Colleges (CCC) to the California State University (CSU) and the University of California (UC) are reviewed in this four-part report. After part 1 describes the purposes and organization of the report, part 2 provides a review of the current status of transfer and articulation in California. Part 3 presents historical data for CCC students who transferred to CSU and UC from fall 1965 through fall 1990, followed by an analysis of fall-term data by campus since 1981. In addition, part 3 provides data on fall-term transfer students to independent institutions from 1982 through 1989. Finally, part 4 examines statewide and systemwide transfer trends for the major ethnic groups. Major findings of the report include the following: (1) there were 454 fewer new transfers to CSU in fall 1989 than in fall 1982, although there was a 3.7% increase from fall 1989 to fall 1990; (2) each year between 1971-72 and 1977-78, the community colleges sent more than 50,000 new transfer students to CSU campuses; between 1978-79 and 1986-87 the number of new transfers to the CSU declined fairly steadily, reaching a low of 43,666 students in 1986-87 before increasing again over the past 3 years; (3) there were 7,420 new CCC transfers to UC in fall 1990, representing a 44.4% increase over fall 1982, although still less than the 8,193 community college transfers to UC in fall 1973; (4) all major racial/ethnic groups of CCC transfers students showed increases in new enrollments in fall 1990 over fall 1989 at both CSU and UC, except for white students, who showed a decrease in transfers to CSU; and (5) at UC, the smallest percentage gain in new transfers over the past 10 years was found among black students. Data tables are included. (PAA)

ED 338 286   JC 910 502

Cohen, Arthur M.

Assessment: Classroom Research for the Fun of It," by Glenn R. Erickson, Judith A. Boss, and John F. Stevenson; (7) "Classroom Research in Undergraduate Math Classes," by Ronald M. Shelton; (8) "Assessing Student Awareness of Dialectical Thinking--or Connecticut," by William Palmer; (9) "What Effect, If Any, Does Collaborative Writing Have on an Individual's Writing Ability?" by Jennifer Hicks; (10) "From Johannesburg to Beirut: Three English Teachers Collaborate to Guide and Assess Their Students' Journey," by Les Beecher, Art Ritas, and Lou Baltman; and (11) "Classroom Assessment for Literacy: Searching for Course Content Worth Teaching and Learning," by Charles J. Walker. (JMC)

ED 338 302 JC 910 523

Yao, Min
Vancouver Community College 1991 Discontinuant Follow-Up Outcomes Report (Occupational Programs).
PUB DATE- Oct 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Community Colleges; Comparative Analysis; *Dropout Attitudes; *Dropout Characteristics; Dropout Research; Dropouts; Education Work Relationship; Followup Studies; Foreign Countries; Graphs; Longitudinal Studies; Student Attrition; Two Year Colleges; *Two Year College Students; Vocational Education; *Withdrawal (Education)

Each year, in order to determine the factors that influence student attrition, Vancouver Community College (VCC) selectively surveys former students who dropped out (discontinuants) of occupational programs on VCC's three main campuses. Former students were surveyed regarding their personal characteristics, main goals for coming to VCC, activities at the time of the survey, factors affecting unemployment, job search methods, relationship of employment to training, educational plans, rating of VCC training, and factors affecting attrition. In the 1991 follow-up, 1,215 discontinuants were surveyed. Major study findings, based on a 30% response rate, included the following: (1) 52% of the discontinuants identified "course content not as expected" as a major factor in their decision to withdraw from the occupational programs at VCC; (2) 52% claimed that the quality of instruction was a decisive reason for dropping out; (3) more than 42% of the respondents across all occupational programs held the opinion that the amount of practical experience in their programs was too small; (4) about 40% said that their instructors seldom made themselves available to students; (5) 30% expressed a desire for more open class discussion in their programs; (6) more than one-third felt that their study space was insufficient; and (7) one-half wished that their programs had offered more opportunities to visit work situations in the community. (JMC)

ED 338 303 JC 910 525

Victor Valley College Agreement between the Victor Valley Community College District and the Victor Valley College California Teachers Association Chapter 1170. July 1989 - June 1992.
PUB DATE- 89

*Models; Program Evaluation; Student Participation; Two Year Colleges; Workshops

The articulation model presented in this handbook was developed by Santa Fe Community College as part of an articulation project conducted jointly with the Santa Fe Public School District in 1990-91. The purpose of the model is to provide guidelines for the development of articulation agreements between various secondary and post-secondary institutions throughout the State of New Mexico. The model is divided into seven major sections. Section 1, the introduction, provides an overview of the articulation project model and discusses the administration of an articulation project. Section 2 outlines the steps necessary to create articulation agreements. Training sessions and workshops are discussed in section 3, while the student participation process is highlighted in section 4. Section 5 discusses the use of brochures, presentations, publications, and career fairs/college days to promote articulation. Section 6 considers the evaluation of articulation agreements. Section 7 consists of a series of 22 appendixes providing timelines, task force and committee lists and letters, and other articulation forms, agreements, and development processes. A list of terminology related to articulation is attached. (JMC)

ED 338 323 PS 019 227

Improving Access to Preschool and Postsecondary Education. Hearings before the Subcommittee on Education and Health of the Joint Economic Committee. Congress of the United States, One Hundredth Congress, Second Session (December 14-15, 1988).
PUB DATE- 89
NOTE- 445p.; Portions of appended material contain small and marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Acquired Immune Deficiency Syndrome; Cost Effectiveness; *Economic Impact; *Educational Benefits; Educational Policy; Enrollment Trends; Federal Legislation; Hearings; *Postsecondary Education; *Preschool Education; *Public Policy; School Business Relationship
IDENTIFIERS- Congress 100th; GI Bill

Joint hearings on the process of improving access to preschool and postsecondary education in the United States were convened to examine the economic significance of improved access to the nation. James H. Scheuer presided. These 2 days of hearings were the last of 11 days; information given on the previous days, which focused on what the country must do to produce a skilled and competitive workforce, is contained in the report, "The Education Deficit." The present document includes testimony and prepared statements from numerous witnesses, including representatives of the states of Maine and Washington, the U.S. Chamber of Commerce, American Express, U S WEST, the New York State Bankers Association, Sky Chefs, Inc., the Brookings Institution, the Carnegie Endowment for International Peace, the American Council on Education, the Massachusetts Institute of Technology, the Community College of Philadelphia, George Washington University, Boston University, the National Association of Trade and Technical Schools, the Education Commission of the States, the University of Wisconsin, Towson State University, and the College for Human Services. Various submissions for the record cover such topics as the GI Bill, student loan defaults, the ascent of higher education, enrollment trends, AIDS, and the new service

NOTE- 9p.; Paper presented at the National Working Conference on New Directions in Child and Family Research: Shaping Head Start in the 90s (Alexandria, VA, June 24-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Childhood Needs; Cultural Differences; *Disadvantaged Youth; Early Childhood Education; *Early Intervention; Educational History; *Educational Needs; Kindergarten; Parent Participation; *Preschool Children; Whole Language Approach
IDENTIFIERS- *Emergent Literacy; *Project Head Start

This paper examines literature on early intervention programs for disadvantaged and culturally diverse children from the 1960s to the present. The focus is on Project Head Start and its history, follow-through support programs in the primary grades, and current research on emergent literacy. The background of Project Head Start is provided, and follow-through support programs are discussed, the aims of which are to emphasize the same goals as Head Start and adjust learning experiences that reinforce the early gains. The importance of continuity between Head Start programs and primary grade experiences is emphasized. Parent involvement is described as an effective element in the development of a child's early relationships, interests, and language. Current literature on emergent literacy and the role of experience in a child's development are considered. Theoretical principles of emergent literacy curricula, activities, and objectives are stated. The correlation of the whole language approach and emergent literacy with the cumulative research on child development and learning has cogent potential for application with programs and social policy. Appended are 21 references. (GLR)

ED 338 343   PS 019 841

Leavitt, Midge, Ed.
Reaching All the Children: A Second Book of Stories from the Classroom.
PUB DATE- Mar 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Cooperative Learning; *Curriculum Development; Drama; Elementary Secondary Education; Foreign Countries; *Individual Differences; *Language Arts; Lesson Plans; Literature; *Mainstreaming; Reading Instruction; *Regular and Special Education Relationship; *Resource Room Programs; Resource Teachers; Special Needs Students; Writing Exercises
IDENTIFIERS- New Brunswick (Fredericton)

This second volume of stories written by teachers concerns the individuality of children, and classrooms in which every member, including the teacher, is an integral part of a dynamic whole. Each story has a different perspective. The first story describes inclusionary strategies used with a particular child. The second examines curriculum adaptation. The third focuses on integration in the context of the change process. The fourth describes the changing role of a school's resource room. The fifth, sixth, and seventh stories demonstrate, in different ways, how classrooms rich in literature experiences can captivate and empower all students. (GLR)

Holloway, Susan D.
Caregiver Cognition and Behavior in Day-Care Classrooms.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991); portions of the paper were also presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assertiveness; *Attribution Theory; Behavior Problems; *Child Caregivers; *Day Care Centers; Locus of Control; Longitudinal Studies; Peer Relationship; *Preschool Children; Preschool Education; Punishment; *Socialization
IDENTIFIERS- *Caregiver Behavior; Caregiver Child Relationship; *Child Behavior

A study examined the relationship between change in daycare children's classroom behavior and the teacher's socialization behavior. Various behaviors of 69 children in 24 classrooms were observed and coded in the fall and spring of the school year. Observers coded teacher behavior according to the Caregiver Interaction Scale, which assesses detachment, permissiveness, punitiveness, and positive interaction. Results indicated that: (1) high positive interaction for teachers was correlated with children's positive interactions and increased solitary play; (2) children rated high in positive play with peers had teachers who were rated high in punitiveness; and (3) children whose teachers were rated low in positive interaction and high in detachment engaged in more negative interaction with peers than did other children. In a second study, each of 40 caregivers was observed in the classroom, and the caregiver's response to children's misbehaviors was coded for power assertiveness. Later, the caregiver was asked why she thought the child had misbehaved and her response was coded according to the attributional dimensions of internal versus external, controllable versus uncontrollable, and stable versus unstable. Results indicated that caregivers who assigned internal and controllable attributions displayed high power assertiveness. A 14-item reference list is included. (BC)

ED 338 363 PS 019 914

Kestenbaum, Roberta
The Processing of Emotional Expressions as Discrete and Global Categories.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Anger; *Children; *Facial Expressions; Fear; *Holistic Evaluation; *Social Cognition; Vertical Organization
IDENTIFIERS- Discrete Variables; Emotions; Happiness; *Negative Affect; *Positive Affect; Surprise

This study explored the use of analytic and holistic modes of processing in the recognition of emotional expressions as discrete and global categories. Five- and seven-year-olds and adults were presented with a series of slides that showed

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Cultural Awareness; *Cultural Differences; Cultural Education; Cultural Pluralism; Elementary School Students; Elementary School Teachers; *Human Relations Programs; Intermediate Grades; Junior High Schools; *Middle Schools; *Multicultural Education; Program Development
IDENTIFIERS- *Early Adolescents

This paper discusses the characteristics of middle school students and teachers, and provides suggestions for the development of cultural awareness at the middle school level. Between the ages of 10 and 14 years, adolescents experience rapid physical growth, changes in social relationships and in emotions, and changes in intellectual development from concrete to abstract operations. Middle school educators must keep these changes in mind if they are to provide a high quality educational environment. Cultural awareness education programs should increase students' knowledge of cultures and minority groups, and minimize students' prejudice toward others who are different. A cultural awareness program should include: (1) an interdisciplinary approach; (2) interesting curricular materials; (3) development of skills in analysis and critical thinking; and (4) materials and activities which are authentic and multidimensional, and involve cognitive and affective skills. A reference list of 22 items is provided. (BC)

ED 338 383 PS 019 958

A Compilation of Federal Education Laws. Volume II: Elementary and Secondary Education, Individuals with Disabilities, and Related Programs as Amended through December 31, 1990. Prepared for the Use of the Committee on Education and Labor. U.S. House of Representatives, One Hundred Second Congress, First Session. (Committee Print.)
PUB DATE- Jul 91
NOTE- 616p.; Serial No. 102-K. For Volume III, see ED 331 441; for Volume IV, see ED 334 422.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; American Indian Education; Disabilities; Educational Legislation; *Educational Policy; *Elementary Secondary Education; *Federal Legislation; Federal Programs; Government Role; Hawaiians; Homeless People; Immigrants; Minority Groups; *Public Education; Public Libraries; *Public Policy; Refugees; Special Education
IDENTIFIERS- *Elementary Secondary Education Act

Federal laws related to elementary and secondary education, individuals with disabilities, and other programs are compiled in this report. Part I, Elementary and Secondary Programs, contains: (1) the Elementary and Secondary Education Act of 1965 (which concerns basic programs, critical skills improvement, magnet schools assistance, special programs, drug education, projects and programs designed to address school dropout problems, bilingual education programs, and general provisions); (2) the Omnibus Budget Reconciliation Act of 1981; (3) Public Law 874, which concerns financial assistance for local educational agencies; and (4) Public Law 815, which concerns impact aid. Additional federal education laws are presented in sections on the education and training of individuals with disabilities; Native American education; refugee and immigrant education; homeless education; Native Hawaiian education; adult education; additional programs to improve elementary and secondary education; and public moderate disabilities participate in mainstream programs such as Head Start. A national survey of state education agency administrators, Head Start administrators, local education agency directors, and parents in 10 states was conducted in an effort to determine whether particular education policies presented barriers to mainstreaming. Survey respondents were asked if there were disincentives to mainstreaming in their states and communities in the areas of: (1) public school accountability for program standards and supervision; (2) fiscal and contracting procedures; (3) transportation policies; (4) use of private or nonpublic agencies; (5) conflicting policies; (6) personnel policies; (7) curricula or methods requirements; and (8) values or attitudes. Problems were most frequently found in policies concerning program standards and personnel; fiscal matters; eligibility; transportation; and coordination. A total of 21 case studies were conducted as a means of following up on the disincentives. It was found that certain states and local agencies had discovered useful and innovative remedies for each of the types of disincentives discovered by the survey. A list of four references, and a list of resources on early childhood policies and programs, are appended. (SAK)

ED 338 404   PS 019 994

Collins, Raymond C.
Head Start as a Two-Generation Program.
PUB DATE- Jun 91
NOTE- 18p.; Paper presented at the Administration for Children, Youth, and Families' National Working Conference, "New Directions in Child and Family in Child and Family Research: Shaping Head Start in the Nineties" (Arlington, VA, June 24-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Childhood Needs; *Delivery Systems; *Family Involvement; *Family Programs; Federal Programs; *Holistic Approach; Innovation; Models; Parent Participation; Poverty Programs; Preschool Education; Program Evaluation; Public Policy; Trend Analysis; Welfare Services; *Young Children
IDENTIFIERS- *Project Head Start

In this document, a "two-generation program" is defined as a program "that addresses the developmental needs of children within a family support context." The rationale for Head Start as a two-generation program that includes, but goes beyond, the boundaries of the welfare reform strategy, is explored. Major program goals target parents, other family members, and one or more focal children. The Head Start intervention focuses on the promotion of near-term outcomes for children and their families. Increased attention to the lasting effects of preschool programs underscores the expectations that multigenerational consequences can be anticipated, and such anticipation can help break the intergenerational poverty cycle. Long-term gains can be mediated by Head Start's initial impact on both child and family outcomes. A discussion of Head Start's historical focus on addressing the needs of children in the context of the family and community is followed by the presentation of a conceptual framework for a two-generation model that builds on such programs as Head Start: JOBS, New Chance, and Even Start. Steps for research and evaluation are

DESCRIPTORS- Academic Achievement; Behavior Development; Classroom Techniques; Discipline Problems; Elementary Education; *Elementary School Students; *High Risk Students; *Peer Teaching; Practicums; Self Concept; *Self Esteem; Student Attitudes; *Student Improvement; Teaching Methods

This practicum addressed the problems of low self-esteem levels of at-risk students in kindergarten and in grades three and five by implementing a peer facilitator program. The Coopersmith Self-Esteem Inventory, the OUNCE Attitude Scale, and a Kindergarten Checklist of Low Self-Esteem Characteristics were used to determine the students' self-esteem levels. Targeted students then participated in a 12-week self-esteem enhancement program. Fifth grade students were trained as peer facilitators to teach eight 20-minute self-esteem lessons, incoporating the sense of magic, to kindergarten and third grade students. Results measured by the OUNCE attitude Scale indicated increased levels of self-esteem and self-confidence. While the results desired for the Coopersmith Self-Esteem Inventory and the Kindergarten Checklist of Low Self-Esteem Characteristics were not achieved, sizable gains were noted. The project was well-received by all of the involved students and it was concluded that the use of peer facilitators can result in improved self-esteem levels. (Author/SH)

ED 338 425   PS 020 031

Frankel-Gordon, Margaret
Community Based Program To Educate Residents about Child Care Issues and Services through Workshops.
PUB DATE- 91
NOTE- 76p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Programs; *Day Care; Day Care Centers; Directories; Discipline; Early Childhood Education; Experiential Learning; Nursery Schools; Parent Child Relationship; *Parent Education; *Parent Workshops; Program Development; Program Implementation; Questionnaires; Sibling Relationship
IDENTIFIERS- *Day Care Selection; New York (Long Island)

This report discusses the implementation of a parent education program in a Long Island community. A questionnaire, which addressed the community's need for information for parents on child care services, was sent to the community's child care facilities. Responses indicated that parents had difficulty in locating a child care center, and that facilities were interested in providing parents with more information concerning child development issues. To address these concerns, a directory of child care centers was compiled and a series of four workshops was presented at the local public library. The topics discussed in the workshops were: (1) selecting a child care center; (2) discipline; (3) learning by doing; and (4) encouraging friendship among siblings. An evaluation form was completed by those who attended the workshops. Results of the evaluation indicated that parents found the directory beneficial in choosing a facility; were able to list discipline techniques and strategies for encouraging positive sibling relationships; and were able to select activities appropriate to their child's developmental level. A reference list of 15 items and a bibliography of 18 items are provided. Appendixes include copies of the child care service questionnaire, workshop evaluation form, and child care directory; and a

NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991). This research was supported by the U.S.-Israel Binational Science Foundation and the Israeli Academy of Sciences.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Foreign Countries; *Infants; *Language Acquisition; Language Research; Preschool Education; *Speech Communication; *Syntax; *Toddlers
IDENTIFIERS- Israel; Mapping; *Multiword Speech

Two hypotheses related to the emergence of multiword speech were explored: (1) that multiword speech follows developments in children's ability to map communicative intents to single-word expressions; and (2) that the acquisition of these mapping principles paves the way for the emergence of syntax. The developments consist of an increase in the use of multiple realization rules for the same intent and an increase in the use of variable-type, selective realization rules. Sixteen 12- to 28-month-old children were videotaped six times in a year. The emergence of syntax was found to follow by 0-6 months a steep increase in the use of multiple mapping rules for the realization of the same intents in one-word utterances, as well as an "explosion" in the use of variable-type mapping rules. The results raise the possibility that an understanding of the componential structure of communicative intents, and of the ways selected components may be mapped to expressions, is a necessary antecedent to understanding the mastery of patterned speech. (Author/SH)

ED 338 447 PS 020 089

Knight, Carol Bugg
Effects of Learning Style Accommodation on Achievement of Second Graders.
PUB DATE- Nov 90
NOTE- 20p.; Paper presented at the Meeting of the Mid-South Educational Research Association (New Orleans, LA, November, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acoustical Environment; *Classroom Environment; *Cognitive Style; *Elementary School Students; *Environmental Influences; Grade 2; *Individual Differences; Instructional Innovation; Language Skills; Mathematics Achievement; Primary Education; Reading Achievement; Thermal Environment
IDENTIFIERS- Learning Style Inventory

The purpose of this study was to devise an instructional model accommodating students' learning styles in the following areas: sound, light, temperature, design, and mobility. Specifically, this study determined if students in an experimental group with environmental accommodations to their preferred modes of learning differed from students in a control group without such accommodations in grades earned in reading, mathematics, and language. Subjects were 158 second graders from three schools. The Learning Style Inventory-Primary was administered to students in the experimental group to determine their preferred modes of learning. Experimental group teachers modified the learning environment of each student in the experimental group in accordance with his or her unique learning style. Results volunteer dentists for migrant and low income children. Clinical nurse specialists should evaluate and document the cost-effectiveness of their role in the school setting. This document contains 2 figures and 23 references. (KS)

ED 338 465 RC 018 382

Weeks, Arlene E.
America's Wild Horses. Five Day Lesson Plan and Workbook--4th Grade. Legend.
PUB DATE- 89
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Grade 4; *Horses; Intermediate Grades; Learning Activities; Lesson Plans; Outdoor Education; Wildlife; *Wildlife Management; Workbooks
IDENTIFIERS- Coloring Books; Nevada; *Public Lands

This document contains a teaching guide and a children's activity book about the wild horses and burros living on Nevada public lands managed by the Bureau of Land Management (BLM). In 1971 Congress passed legislation to protect, manage, and control wild horses and burros on public lands. The BLM maintains 270 herd management areas in 10 states. As part of its efforts to maintain a thriving ecological balance in these areas, the BLM offers excess horses and burros to the public for "adoption." The teacher's guide contains a fact sheet on wild horses and burros and adoption procedures; a glossary; and five lesson plans covering awareness of wild horses and burros and their origin, terminology concerning wild horses and burros and their natural environment, ecological facts, art activities, and learning activities. Student materials, aimed at approximately the 4th grade level, is a coloring book with text that includes word puzzles and drawings that illustrate parts of the horse and Indian markings used on prize war horses. This document contains numerous pictures. (SV)

ED 338 466 RC 018 383

Gardner, Susan
One's Peers or "The People"? Audience(s) in Multi-Cultural Teaching.
PUB DATE- 91
NOTE- 21p.; An earlier version of this paper was presented at the Annual Conference of the Society for the Study of Multi-Ethnic Literature of the United States (5th, Minneapolis, MN, April 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Literature; American Indians; *Audiences; *Community Involvement; *Curriculum Development; Feminism; *Higher Education; *Multicultural Education; Politics of Education; Public Service; Teacher Role

This paper probes the challenges of a white feminist instructor in teaching a course, "Native North American Indian Literatures: An Introduction," at the University of North Carolina (UNC)-Charlotte. A teacher's major audiences are typically one's students and one's peers, the tenure and quantitative results from the rating scales. Analysis of pre- and post-workshop classroom practices included both quantitative and open-ended questions that documented changes of practical significance in how animals were used in the classroom and in student research. The teachers' questionnaire is appended. (KR)

ED 338 484 SE 052 191

Conner, Timothy J.
Learning To Program in BASIC through the Use of Graphics.
PUB DATE- Jun 90
NOTE- 181p.; M.S. Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *High Risk Students; High Schools; *Instructional Improvement; Instructional Materials; Intervention; Learning Activities; *Learning Strategies; Mathematics Education; Mathematics Instruction; Potential Dropouts; Program Descriptions; *Secondary School Mathematics; Special Needs Students; Teaching Methods
IDENTIFIERS- *BASIC Programing Language; *Instructional Systems Design

Many organizations and experts in the field of mathematics education have recommended the inclusion of technology and, more specifically, computer programing within the course of study for the teaching of school mathematics. The incorporation of these recommendations with respect to the teaching of remedial mathematics poses a problem, since students, who have demonstrated difficulties with arithmetic in the past, tend to find the process of programing very much more difficult due to its abstract nature. This project details an examination of a computer-based mathematics learning activity for low-achieving and/or at-risk 10th, 11th, and 12th grade inner-city students (n=14). Following the procedural outline of the Instructional Systems Design Model, the project makes use of the BASIC Programing Language, along with supplementary materials, to foster the motivation necessary for the students to reach the project's objective, precisely that each student create a program that will produce a graphic image which is a reflection of what that student had planned. This report includes the following chapters: (1) an introduction detailing background, rationale, purpose, definitions, assumptions, limitations, and methods; (2) an analysis of student needs, instructional goals, previous literature, existing course materials, and a developmental plan; (3) the design of task analysis, instructional objectives, and assessment specifications; (4) the schema for learning activity development and review; (5) the plan for implementation of materials for instruction and data collection; (6) a summary of methods and procedures, conclusions, and recommendations; and (7) 11 appendices which include the student survey, the task analysis form, the project plan outline, the performance objectives, the instructional strategy, the instructional materials, the evaluation materials, specific high school lesson plans, evaluation results, improved instructional and evaluation materials, and an instructional materials locator. The foremost result was that students involved in the project displayed significant improvement in attendance patterns, which result directly manifested itself in an overall improvement in assignment completion, as well as moderate increases in achievement the daughter view the mother-as-scientist? An illustrative case study of interviews with a mother who is a research biologist in a large university and her 19-year-old daughter is reported and discussed. The complete data set is comprised of five sets of mother-daughter interviews and three pilot studies of mothers only. Findings from all the interviews are incorporated into the descriptive analysis in this paper. This study assumes that early experiences in the family of origin are influential in later parental functioning. Accordingly, the study describes home and school factors which facilitated the mothers' entry into science and compares them with the experiences that appear to be shaping their children's interests and activities. Also described are socialization factors such as parental expectations and encouragement, recognition of aptitude in the child, provision of appropriate experiences, monitoring of the child's activities, and role modeling and other aspects of anticipatory socialization. This study also adds interview data from the daughters reporting their perceptions of their mother's career, aspirations for their children, science activities in the home, and their own future plans. (KR)

ED 338 503 SE 052 430

Computers in Life Science Education, Volume 7, Numbers 1-12.
PUB DATE- 90
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Biology; *Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; Higher Education; Interactive Video; *Resource Materials; Science Education; Technology; Thinking Skills

The 12 digests of Computers in Life Science Education from 1990 are presented. The articles found in chronological sequence are as follows: "The Computer as a Teaching Tool--How Far Have We Come? Where Are We Going?" (Modell); "Where's the Software--Part 1"; "Keeping Abreast of the Literature" (which appears quarterly); "Where's the Software--Part 2"; "Computer Assisted Instruction in an Histology Course" (Jensh); "Where's the Software--Part 3"; "Biology Courseware for College Freshmen" (Ralph) "Where Are the Videodiscs?"; "CLSE 1990 Colleague Directory--Part 1"; "CLSE 1990 Colleague Directory--Part 2"; "Designing Computer Based Tutorials to Reinforce Reasoning Skills" (Modell); "CLSE 1990 Colleague Directory--Part 3"; "Integrated Systems for Testing and Grading" (Lombardi); "A Comparison, for Teaching Purposes, of Three Data-Acquisition Systems for the Macintosh" (Swanson); "A Computer-Based Approach to Reinforcing Common Principles in Biology" (Modell); and "Summary of Liquid Crystal Display Projection Pad Vendors." "Keeping Abreast of the Literature" is designed to help readers become aware of current literature pertinent to computer applications in the life sciences by listing citations. "Where's the Software" and "Where are the Videodiscs?" include listings of science software sources and programs available through them. Each listing contains a description and identifies the needec omputer and a contact company, person, or phone number. (KR)

ED 338 504 SE 052 477

Outdoor Education. Resource Catalogue.
PUB DATE- 91

in order to learn the extent to which study of Asia is included in precollegiate education. It was found that there is a place for Asia in the curriculum. A course in world history, world geography, and/or world cultures is reportedly offered as part of the common course sequence in almost all 50 states, and is required in approximately 1/3 of the states. Responses from state education departments in each of 15 survey categories are included. The 15 categories are: (1) state; (2) contact persons; (3) state mandated requirements; (4) usual courses/sequences; (5) state textbook policy; (6) teacher training networks; (7) language provisions; (8) international high schools; (9) geographic alliance/JCEE (Joint Council on Economic Education); (10) other key organizations/individuals; (11) outreach programs; (12) mood of the state; (13) sister city/sister state relations; (14) other; and (15) notes. General conclusions from the survey are provided, as are a number of other summaries of survey data. (DB)

ED 338 524　　　SO 021 500

McEwan, Barbara
Judicious Discipline: Citizenship Values as a Framework for Moral Education.
PUB DATE- Nov 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civil Liberties; *Classroom Techniques; *Codes of Ethics; *Constitutional Law; Democratic Values; Discipline Policy; Educational Administration; Educational Theories; Elementary Secondary Education; *Ethical Instruction; Ethics; *Student Rights
IDENTIFIERS- *United States Constitution

When teaching moral education, the ethical dilemma often faced by educators revolves around the question of whose morals should be taught. Judicious Discipline, a constitutional model for classroom management, proposes to answer this question by offering educators the opportunity to teach the moral standards of the U.S. democratic system of government. The legal framework for this model helps educators avoid common pitfalls of rules reflecting bias and caprice by providing legal rationales to discipline decisions. Beyond the legal framework, however, Judicious Discipline also speaks to the issues of professional ethics among teachers and administrators. This combination of constitutional law and ethical practices is synthesized in Judicious Discipline to create a model that empowers educators with a means for making fair and rational decisions and allows students to understand their rights and responsibilities as citizens of the United States. (Author/DB)

ED 338 525　　　SO 021 501

Herz, Barbara K., Ed.; Khandker, Shahidur R., Ed.
Women's Work, Education, and Family Welfare in Peru. World Bank Discussion Papers 116.
SPONS. AGENCY- Norwegian Ministry of Foreign Affairs, Oslo.
PUB DATE- 91
NOTE- 299p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

subdivided into 45 tone groups, was analyzed for syntactic environment as it related to pitch. Results indicate that while downdrift affects all tone levels to some extent, its effect is greatest on the two central tone levels. It is concluded that this dialect qualifies as a cross-level tone language. (MSE)

ED 338 064 FL 019 771

Coleman, John
Non-Pitch Exponents of Accent and Structure in Japanese.
PUB DATE- Jul 91
NOTE- 53p.; In: "Grammatical Phonetics: Studies in Honour of Jack Carnochan" (see FL 019 768).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Foreign Countries; Grammar; *Japanese; *Language Patterns; Language Research; Linguistic Theory; *Phonology; Structural Analysis (Linguistics); *Suprasegmentals; Syllables; Uncommonly Taught Languages
IDENTIFIERS- Firth (J R)

Some Japanese examples of several common phonological phenomena (whispered vowels, nuclear friction, and consonant-vowel articulation) are examined. The segmental and transformational characterizations of these and related phenomena are reassessed and it is shown that by paying more careful attention to phonetic detail and abandoning conventional preconceptions about phonological segmentation, the diverse mechanisms used in previous analyses can be replaced by a more coherent, parsimonious, and empirically faithful account. This account combines the conceptual content of the prosodic phonology of J. R. Firth with the formal resources of unification grammars, and makes reference to a number of temporal/structural domains or units, including the mora and syllable, but not the segment. A 67-item bibliography is included. (MSE)

ED 338 065 FL 019 772

Elderkin, Edward D.
Clause Structure and Tone in Sandawe.
PUB DATE- Jul 91
NOTE- 24p.; In: "Grammatical Phonetics: Studies in Honour of Jack Carnochan" (see FL 019 768).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- African Languages; Contrastive Linguistics; Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; *Tone Languages; *Uncommonly Taught Languages
IDENTIFIERS- *Clauses; *Sandawe

In a tone language, tonal distinctions between words in sequence can often be analyzed using the same devices that are applied within the word (e.g., downdrift or downstep). However, it is proposed here that Sandawe is a tone language in which the tonal relationships between constituents in clause structure, and between constituents in phrase structure, have a particular function and, sometimes, a form that differs from that seen within a word. Both constructed clauses and clauses from recorded oral texts are used first to explain and illustrate patterns of tone within words and in the noun phrase, associative constructions, the basic clause, marked constituents, the narrative clause, the copular clause, the irrealis clause, and a class of clauses with one particular suffix. A study of similar phenomena in Nama is also used for

PUB DATE- 90
NOTE- 72p.; Prepared by the Bureau de l'education francaise. For French and English summaries, see FL 019 813.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Design; Evaluation Criteria; Foreign Countries; *French; Grade 9; *Immersion Programs; *Listening Comprehension; Measurement Techniques; Program Design; Program Effectiveness; Program Evaluation; Program Implementation; Research Methodology; Secondary Education; Second Language Programs; *Speech Skills

An evaluation of Manitoba's French immersion programs at the levels of grades 3, 6, and 9 focused on program effectiveness in teaching listening comprehension and speech skills. The results for grade 9 are presented here. The first section describes the framework of the immersion curriculum and the listening and oral skills targeted in it. The second section outlines the study's design, including the evaluation instrument used, its pilot testing, sampling, data collection, evaluators, scoring, and evaluation criteria. The third section presents results and interpretation, and the final section offers conclusions and 11 recommendations for program design, classroom implementation, and program administration. Results indicate that the majority of the objectives chosen for evaluation were met satisfactorily. Communication objectives were better attained than functional objectives, and achievement was especially high in "identifying that which provides clues about the speaker." Deficiencies were still observed in the area of syntax when speaking skills were evaluated. The evaluation instrument is appended. (MSE)

ED 338 089 FL 019 816

Evaluation of French as a Second Language Study Program for Grade Six Immersion. Summary Report = Evaluation du programme d'etudes de francais langue seconde en immersion a la 6e annee. Rapport sommaire.
PUB DATE- 90
NOTE- 38p.; Prepared by the Bureau de l'education francaise. For the full report, in French, see FL 019 814.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *French; Grade 6; *Immersion Programs; Intermediate Grades; *Listening Comprehension; Program Effectiveness; Program Evaluation; Research Methodology; Second Language Programs; *Speech Skills
IDENTIFIERS- *Manitoba

The study summarized (in both English and French) in this report, is an evaluation of the listening comprehension and speech skills of sixth grade students in Manitoba's (Canada) French immersion programs. It is intended for parents and teachers in the province involved in the French immersion program. The report consists of an overview of the study, a summary of procedures followed, and observations made based on study results. The procedures included identification of objectives in the curriculum to be used for evaluation of listening comprehension and speech skills, and development and piloting of an evaluation instrument. The tabulation of results indicates the percentage of students across the province who achieved the objectives chosen for assessment, the level at which they performed, and whether the results were found to be

ED 338 110 FL 019 858

Rodriquez, Rudy, Ed.
Teaching Reading to Language Minority Students. Papers Presented at the Annual Teaching of Reading in Bilingual Education Conference (3rd, Denton, Texas, June 13-15, 1984).
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 84
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Bilingual Education; Bilingual Students; Cognitive Style; Cultural Pluralism; Educational Strategies; Elementary Education; *Language Acquisition; Language Proficiency; Learning Strategies; *Limited English Speaking; Metacognition; Nursery Schools; *Oral Interpretation; Preschool Education; Reading Comprehension; *Reading Instruction; Reading Skills; *Second Language Learning
IDENTIFIERS- *Language Minorities

Five papers from a conference designed to examine current and emerging practices for promoting literacy among second language learners of English are presented. The unifying theme of cultural pluralism covers a variety of topics: positive attitudes toward reading, schema theory, teachers' verbal interaction strategies, the assumption that children can successfully acquire two languages simultaneously, and rhythmical structures of language. Papers and authors are: "Promoting Literacy in the Classroom: From Theory to Practice" (David L. Brown and Sheryl L. Santos); "Reading Comprehension Instructional Strategies: Aids for the Bilingual Reader" (Idalia Rodriquez Pickens); "Teachers' Questions During Reading Instruction to Limited-English-Speaking Students" (Michele Hewlett-Gomez); "A Framework for Developing Early Language and Reading Skills in a Bilingual Nursery Setting" (Irma Guadarrama); and "Oral Interpretation: A Metacognitive Strategy for Reading" (Marjory Brown-Azarowicz). (LB)

ED 338 111 FL 019 860

Short, Deborah J.
Integrating Language and Content Instruction: Strategies and Techniques.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Content Area Reading; Elementary Secondary Education; *English (Second Language); *Integrated Curriculum; *Lesson Plans; *Limited English Speaking; Multimedia Instruction; *Second Language Instruction; Student Centered Curriculum; Teaching Methods; Thinking Skills

Three principal factors that apply equally to language and content teachers are the focus on an integrated approach to teaching limited English proficient (LEP) students in grades 6 through 12. They are: (1) the use of multiple media; (2) the enhancement of students' thinking skills; and (3) student-centered organization of instruction. Strategies and techniques are described for preparing for the integrated approach, item bibliography covering areas of capital campaigns; etiquette and protocol; fund raising and special events; and marketing, promotion, and publicity. (GLR)

ED 338 131 HE 024 972

Austin, Ann E.; And Others
A Good Place to Work: Sourcebook for the Academic Workplace.
SPONS. AGENCY- Charles E. Culpepper Foundation, New York, NY.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 91
NOTE- 186p.; For the companion audit workbook, see HE 024 973.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *College Faculty; Colleges; *Faculty Development; Higher Education; Institutional Research; Liberal Arts; Organizational Climate; Organizational Development; *Quality of Working Life; *Teacher Morale; Teacher Shortage; Trend Analysis; Universities; *Work Environment
IDENTIFIERS- College of Notre Dame of Maryland; College of Saint Scholastica MN; Eastern Mennonite College VA; Gordon College MA; Greenville College IL; Lenoir Rhyne College NC; Nebraska Wesleyan University; Simpson College IA; Smith College MA; William Jewell College MO

This sourcebook provides substantive ideas for private liberal arts colleges interested in assessing, enhancing, and maintaining the quality of the academic workplace. Additionally, it responds to some of the current trends affecting American higher education involving faculty worklife and development, problems associated with faculty shortages, and the important shifts that are taking place in the structure of work and worklife. The sourcebook is divided into two main sections: Section I contains 3 chapters focusing on ideas and strategies for strengthening the academic workplace and maintaining positive faculty morale; Section II includes 10 chapters, each a case study of a college where faculty morale is relatively high. The colleges are: College of Notre Dame (Maryland); College of Saint Scholastica (Minnesota); Eastern Mennonite College (Virginia); Gordon College (Massachusetts); Greenville College (Illinois); Lenoir-Rhyne College (North Carolina); Nebraska Wesleyan University; Simpson College (Iowa); Smith College (Massachusetts); and William Jewell College (Missouri); Chapters summarize key organizational factors characterizing colleges where faculty morale is positive; suggest ways to identify and assess the areas of strength and areas of concern in the college workplace; and offer specific ideas and practical strategies, organized around the key organizational factors, which a college might adapt. Among the appendices are an instrument used to assess administrators' views, an instrument helpful to those using the sourcebook to assess the academic workplace, and summary data from the Survey of Faculty Views of the Academic Workplace. A separate workbook, "The Academic Workplace Audit," is designed to accompany this sourcebook. (GLR)

ED 338 132 HE 024 973

Austin, Ann E.; And Others

ED 338 151 HE 024 992

Campbell, Roald F.
Nine Lives: Leadership and the University of Utah's School of Education, 1869-1988.
PUB DATE- 90
NOTE- 375p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Achievement Gains; Administrator Characteristics; *Administrator Effectiveness; Administrator Evaluation; Biographies; *College Administration; *Deans; Educational History; Higher Education; Leadership Qualities; Objectives; Schools of Education
IDENTIFIERS- *University of Utah

This book presents a historical assessment of the administration and its effectiveness at the University of Utah's School of Education from its inception in 1869 to 1988. The book is broken down into six historical time blocks that correspond with the tenures of the school's nine deans: William M. Stewart (1888-1913); Milton Bennion (1913-1941); LeRoy E. Cowles (1941); John T. Wahlquist (1941-1952); Don A. Orton (1952-1960); Asahel D. Woodruff (1960-1966); Stephen P. Hencley (1966-1976); Robert L. Erdman (1976-1983); and Cecil G. Miskel (1983-1988). Each administration is evaluated in terms of three questions: (1) What were the administrator's objectives? (2) What achievements resulted from his efforts? and (3) What support on and off campus was he able to engender for his programs? In addition, each administration is placed in context in order to take into account situational as well as personal factors in ascribing a degree of effectiveness to each dean. A summary chapter examines the forces that have shaped the evolution of the Graduate School of Education and looks at how a sectarian institution has become a secular one, considers how presidents have affected the destinies of deans, and finally, analyses factors that influence a dean's effectiveness. Contains a 162-item bibliography and an index. (GLR)

ED 338 152 HE 024 993

Bennof, Richard J.
Federal Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1989. A Report to the President and Congress.
PUB DATE- 91
NOTE- 250p.; Contains small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Engineering; *Federal Aid; *Financial Support; *Grants; Higher Education; Non Profit Organizations; Research and Development; Research and Development Centers; *Resource Allocation; Sciences; Statistical Data; Trend Analysis; Universities

This report provides statistical information on the total amount of money allocated for scientific and engineering research, including money for the construction of the facilities wherein such research is conducted, that was received by each educational institution and appropriate nonprofit organization in the United States, by grant, contract, or other arrangement investment being greater than anticipated. Few institutions were able or willing to specifically state the added expense of their ERP but those that did listed the following as added expenses: (1) payroll taxes; (2) use of savings for increased operating expenses; and (3) potential cost in university pension plan. Overall, most respondents believed that the predicted costs and savings of early retirement plans were borne out in practice. Six references and an appendix containing four sample survey questions are included. (JB)

ED 338 171 HE 025 013

Jefferson, Anne L.; Kainz, Cynthia
Federal Involvement in the Financing of Post-Secondary Education: 1991-92.
PUB DATE- Jun 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Federal Aid; *Federal Government; Federal Legislation; Federal State Relationship; Foreign Countries; *Government Role; *Higher Education
IDENTIFIERS- *Canada

The role of the Canadian federal government in financing Canadian post-secondary education is described. Current policies have their origins in the 1967 establishment of a federal/provincial shared-cost arrangement. Later, a change in policy diminished the federal presence in post-secondary educational finance and placed institutions in competition with health services for funds from the provinces. Specific funding from the federal government is still available through grants and contributions from specific federal ministries. Of the 46 ministries, the following 15 are providing direct support for various research and educational projects in 1991-92: Indian Affairs and Northern Development; Industry, Science and Technology; Justice; National Defence; National Health and Welfare; Transport; Secretary of State of Canada; Solicitor General of Canada; Agriculture; Employment and Immigration; Energy, Mines and Resources; Environment; External Affairs; Finance; and Forestry. In addition, the Privy Council Department (one of nine bodies making up the Privy Council) also make funds available to post-secondary institutions, while the National Science and Engineering Research Council, the Medical Research Council, and the Social Sciences and Humanities Research Council allocate funds for post-secondary education totaling $795 million. Overall, though reduced, the federal presence in post-secondary education is still significant. The extent and nature of the involvement of each ministry is detailed in the paper. Nine references are included. (JB)

ED 338 172 HE 025 014

Fecher, Ann, Ed.
Recruitment and Retention of Minorities: Ten Case Studies from the Neylan Minorities Project.
PUB DATE- 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Catholic Schools; *Church Related Colleges; Higher

plan itself addresses the goals of making the income and ethnic characteristics of Academy applicants, students, and graduates more closely reflect the general population through increased outreach efforts to secondary schools and community college as well as programs aiming at student retention, financial assistance, and graduate placement. Appendixes include various letters concerning the plan, a tabular analysis of Academy admissions, and a request for proposal concerning the plan. Contains two references. (GLR)

ED 338 191   HE 025 033

Update on Long-Range Planning Activities: Report of the Executive Director.
PUB DATE- 16 Sep 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Community Colleges; Educational Needs; *Educational Planning; Educational Quality; Ethnic Groups; Higher Education; *Long Range Planning; Minority Groups; *Needs Assessment; *Policy Formation; Population Trends; State Colleges; State Universities; Two Year Colleges
IDENTIFIERS- California State Postsecondary Education Comm; California State University; University of California

This report by the California Postsecondary Education Commission's new executive director, Warren H. Fox, summarizes developments in long-range planning by California's public colleges and universities since the Commission issued its major planning report, "Higher Education at the Crossroads: Planning for the Twenty-First Century," in January 1990. The focus on school long-range planning in California is due to the State's explosive population growth, unprecedented change in the population's ethnic mix, and the long-term erosion of the State's ability to support higher education at a level of quality that at one time was taken for granted. The report's major sections address: California Community Colleges; The California State University; University of California; Ongoing Policy Issues for the Commission. Contains 11 references. (GLR)

ED 338 192   HE 025 034

The California Maritime Academy and the California State University. A Report to the Legislature and the Department of Finance in Response to Supplemental Report Language of the 1990 Budget Act.
PUB DATE- Apr 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *College Administration; *College Planning; Comparative Analysis; *Consolidated Schools; Criticism; Curriculum Evaluation; *Governance; Governing Boards; Higher Education; Institutional Mission; *Intercollegiate Cooperation; Satellite Facilities; State Programs
IDENTIFIERS- *California Maritime Academy; California State Postsecondary Education Comm; *California State University

This report presents results of a study of the administrative and governance structure of the California Maritime Academy and the Academy's relation to the California State University as well as the advantages and disadvantages of the State University's Trustees assuming more responsibility for the governance of the

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Computer Literacy; *Family (Sociological Unit); *Individual Characteristics; Longitudinal Studies; *Microcomputers; National Surveys; Office Automation; Racial Factors; Sex Differences; *Socioeconomic Influences; *Use Studies

This report provides statistical information on computer use in the United States in 1989, including home, work, and school use, and use according to socioeconomic status, race, and sex. The data show that between 1984 and 1989 there was a substantial increase in the levels of computer ownership and use. Fifteen percent of all U.S. households reported they had a computer. Among children 3 to 17 years old, 46% used a computer either at home or at school. Of the more than 115 million employed adults, 36.8% said they used a computer at work, a significant increase from the 24.6% reported in 1984. Whites experienced higher levels of school use (48.2%) than either blacks (35.1%) or persons of other races (43.6%). Women were shown to have a higher rate of computer use at work; however, this is attributed in part to the type of jobs women hold. Ownership of a computer was most likely in households with yearly incomes of $75,000 or more; only 4.8% of households with income below $15,000 owned a computer. Households with school-age children were more than twice as likely as those without to have a computer. Survey data are presented in four tables in conjunction with the narrative report, and seven detailed tables. Appendices provide definitions and explanations of criteria, as well as the source and accuracy of estimates and selected questions from the survey instrument. (DB)

ED 338 211 IR 015 233

Burke, Michael A.; Garrard, Susan
Project B.E.S.T.: Better Educational Systems through Telecommunications. Phase I. Evaluation Report.
PUB DATE- Aug 89
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communications Satellites; *Distance Education; Educational Television; Elementary Secondary Education; Program Evaluation; Program Implementation; *Programing (Broadcast); Questionnaires; School Districts; Staff Development; Student Attitudes; Teacher Attitudes; *Telecommunications; Teleconferencing
IDENTIFIERS- Green Bay Public Schools WI; *Instructional Television Fixed Service; *Project BEST WI

This report summarizes the pilot-year (1988-89) activities of a project in the Green Bay Area (Wisconsin) Public School District which provides educational programming via an ITFS (Instructional Television Fixed Service) system. The goal of the project was to expand opportunities for staff development, staff communication, and resource sharing through effective utilization of a distance education telecommunications network. This report begins by describing the formation of an ITFS user consortium--the Northeast Wisconsin Telecommunications Education Consortium (NEWTEC)--and activities undertaken to meet two objectives: the design and implementation of staff

This study of the effectiveness of electronic blackboards in three introductory sociology classes at the University of Regina tested the hypothesis that this microcomputer-based presentational technology would have a negative impact on faculty productivity due to the increased amount of preparation time, and a positive impact on the quality of learning. Computer-prepared illustrated lectures were presented to two test classes, while a control class received the same material without the illustrations. Evaluation questionnaires using a five-point scale were administered prior to and after the experiment to all three classes. In addition, an in-class observer monitored all three classes, and all three were videotaped for review by a faculty panel. Follow-up interviews were conducted in both test classes. It was found that the electronic blackboard method was not successful because: (1) it took faculty five times longer to prepare an illustrated lecture than a normal one; (2) the electronic presentation interfered with normal patterns of classroom interaction; (3) students were dissatisfied with the electronic blackboard; (4) the electronic blackboard forced students to concentrate on two different sources of information simultaneously, resulting in a negation of any benefits gained by superior organization and visual imagery; and (5) rural and low income students may have been negatively affected. It is concluded that, given the current state of the technology, the electronic blackboard is not effective under the conditions tested. Copies of the study consent form and the pre-experiment, control group, and test group questionnaires are appended. (5 references) (DB)

ED 338 229 IR 015 267

Misfeldt, Renee; Stahl, William A.
Attitudes towards Computerization in Canadian Universities. Technical Paper #4.
SPONS. AGENCY- Regina Univ. (Saskatchewan).; University Grants Commission, New Delhi (India).
PUB DATE- 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Analysis of Variance; Attitude Change; Educational Administration; *Educational Change; Foreign Countries; Higher Education; Microcomputers; *National Surveys; Questionnaires; School Surveys; *Teacher Attitudes; *Universities
IDENTIFIERS- *Canada

This report summarizes the attitudinal portion of a nation-wide survey on the computerization of Canadian universities. Six different questionnaires, each of which contained the same questions on attitudes, were mailed to faculty, deans, admissions, officers, registrars, computer center directors, and other administrators at 63 Canadian universities. The overall return rate for the survey was 28.6%, thus restricting the conclusions that can be drawn from the results. Questions on the 30-item survey were grouped according to instruction, administration, equity, and social impact. Independent variables that were explored included the size of the university, the level of education, and the age of the respondent. Results of the survey showed that, within the university, there were few significant differences in attitudes between variable groups. Overall, there was a positive feeling

NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bibliographic Databases; *College Libraries; Cost Effectiveness; Evaluation Methods; Foreign Countries; Futures (of Society); Higher Education; *Information Systems; Integrated Library Systems; *Library Automation; Records Management
IDENTIFIERS- *University of Saskatchewan (Canada)

This report describes the vision of the Information Systems Advisory Committee (ISAC) of an Information Systems Model for the 1990s. It includes an evaluation of the present automation environment at the university, a vision of library automation at the University of Saskatchewan between 1994 and 1999, and specific recommendations on such issues as the future development of in-house systems, the integration of print and electronic media, training, in-house databases, and the cost-effectiveness of automation endeavors. The report is divided into six major sections. Sections 1 and 2 highlight the creation and role of ISAC and present an analysis of the university libraries' organizational values and philosophy. Section 3 provides the committee's analysis of the current environment at the university and the university libraries, including staffing, collection formats, access issues, records management, acquisitions, and funding. Section 4 addresses the issues and problems arising from this analysis and sets out a suggested "geography" of the structure of systems support that will be necessary to successfully implement this plan. Thirty-nine recommendations are given which anticipate changes that will have an impact on libraries in the next 5 to 10 years. These environmental changes are described in Section 5 and a 5-year plan is outlined. Section 6 presents a "reality scan" which identifies campus-wide, provincial, regional, and international factors and events that could either enhance or impede the pace at which all of the recommendations can be implemented. Concluding the report are six appendixes that contain a formal record of ISAC's work and membership, the program for the ISAC Technology Scan, the ISAC Staff Survey Sub-Committee's executive summary and major recommendations, a description of an information literacy laboratory, and a 62-item bibliography. (MAB)

ED 338 250 IR 053 774

Townsend, Catherine M.
The Principal's Role in Implementing "Information Power": The New National Guidelines for School Library Media Centers.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Change Agents; *Change Strategies; *Cooperative Planning; *Educational Change; Elementary Secondary Education; Guidelines; *Learning Resources Centers; Library Role; *Media Specialists; Needs Assessment; Organizational Change; *Principals; School Libraries

Arguing that the principal is a major player in any phase of educational change, this paper describes the principal's

Attendance; College Role; *Community Colleges; Longitudinal Studies; Outcomes of Education; *Student Characteristics; *Student Educational Objectives; Tables (Data); Two Year Colleges; *Two Year College Students

Tracking the changes in the community college from the 1960's to the 1980's, this report focuses on attendance patterns of community college students and relates them to students' educational objectives, fields of study, and demographic characteristics. The report relies on findings from the National Longitudinal Study of the High School Class of 1972 (NLS-72), a 14-year study which included detailed surveys, high school records and test scores, and college transcripts from students who attended any kind of postsecondary institution between 1972 and 1984. The report analyzes the developing role of the community college and the changing characteristics of two-year college students. The analysis focuses on demographics and attendance patterns; time of attendance; year of associate degree attainment; the role of aspirations and plans; the academic background and general ability of community college attendees; course-taking patterns at the community college; the concept of "principal provider"; and labor market outcomes as indicators of the emphases of work. The report also assesses changes in perceptions of the community college mission that the data would seem to warrant, focusing on the "occasional roles" played by two-year colleges and the importance of proximity to college choice. The final sections of the research concerns, calling attention to the "hocus pocus" research conducted on many campuses, criteria for measuring social mobility, including occupational plans v. occupational realities, earnings, home ownership, and general economic mobility. A 53-item bibliography and data tables are included. (JMC)

ED 338 270 JC 910 467

Vaughan, George B.
Institutions on the Edge: America's Community Colleges.
PUB DATE- Oct 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Curriculum; College Role; *Community Colleges; Curriculum Development; Educational Development; Educational Needs; *Educational Trends; *Institutional Mission; Two Year Colleges

To understand the elusive nature of the community college, one must understand the process of assimilation that constantly reshapes its mission. Assimilation refers to the process of identifying educational solutions to ever-emerging, broad-based social issues and problems and incorporating these solutions into the community college's mission as new programs and courses. The community college's commitment to open access and curricular comprehensiveness, working in concert with the process of assimilation, provides the reason for and the means by which the community college constantly move to the edge of its mission. This movement is critical, for it is at the edge of the mission that the college intersects with the larger society, discovering new constituents with new needs. However, it is stability at the educational core of the institution that offers the community college the luxury of decentralizing its mission by constantly discovering new challenges and opportunities on the periphery. The tension generated from the

Enrollment Trends in the Humanities in the Community Colleges.
PUB DATE- 15 Nov 91
NOTE- 13p.; Paper presented at the National Conference of the Community College Humanities Association (San Francisco, CA, November 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Curriculum; College Role; *Community Colleges; *Courses; English (Second Language); Enrollment; Enrollment Projections; *Enrollment Trends; *Humanities; *Humanities Instruction; National Surveys; Student Educational Objectives; Trend Analysis; Two Year Colleges

In 1991, a study was conducted of the liberal arts education in American community colleges, comparing 1991 curriculum and enrollment data with information compiled in previous years (i.e., 1975, 1977, 1983, and 1986). Data were obtained by requesting catalogues and class schedules from every fifth college listed in the directory of the American Association of Community and Junior Colleges. Course sections listed in the catalogues were categorized according to 13 pre-determined disciplines and 60 subfields, and additional enrollment data were obtained from the individual colleges for randomly selected courses. Courses were classified as remedial, introductory, or advanced. Study findings, focusing particularly on the humanities curricula, included the following: (1) of the 119,884 course sections offered for credit in 162 community colleges, 57,970 were in the liberal arts; (2) 23% of the liberal arts classes were in the humanities, up from 17% in 1986; (3) about 90% of the colleges offered courses in the traditional disciplines of history, literature, and political science, while religious studies, and social and ethnic studies were offered by the smallest number of colleges; (4) in recent years, more colleges were offering courses in jurisprudence, business law, African-American and Hispanic literature, English as a Second Language (ESL), and jazz appreciation; (5) while in 1977, foreign languages accounted for 21% of all humanities class sections, by 1991, this figure had increased to 36%, due in large part to ESL offerings; and (6) class size remained relatively stable over the years. Detailed data tables are included. (PAA)

ED 338 287 JC 910 505

Calhoun Community College 1991 Fact Book.
PUB DATE- 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; College Faculty; Community Colleges; Comparative Analysis; Educational Finance; *Enrollment; Enrollment Projections; Enrollment Trends; Expenditures; *Full Time Equivalency; *Full Time Students; *Institutional Characteristics; Part Time Students; State Aid; Student Characteristics; Student Financial Aid; Tables (Data); Teacher Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Alabama

This five-part annual factbook for Calhoun Community College (CCC) provides detailed data tables on the college's junior college, technical college, and correctional divisions. Tables and graphs offer data on total student headcount; full-time equivalency (FTE) for all academic divisions; full- and part-

NOTE- 45p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- California Teachers Association; National Education Association; *NEA Contracts; Victor Valley College CA

The collective bargaining agreement between the Victor Valley College Board of Trustees and the Victor Valley College California Teachers Association/National Education Association is presented. This contract, covering the period from July 1989 through June 1992, deals with the following topics: bargaining agent recognition; district and association rights; maintenance of contract conditions; personnel files; grievance procedures; salary structure; health and welfare benefits; off-campus travel; hours and working conditions; departments; safety and security committee; savings provision; a no strike clause; faculty evaluations; voluntary reduction of contract to partial contract employee status; illness leave; industrial accident; jury service leave; personal necessity leave; maternity leave; personal leave; professional opportunity leave; sabbatical leave; witness leave; bereavement leave; unauthorized absences; effect of agreement; completion of meet and negotiation; renegotiation; and term of contract. Appendixes include meeting excerpts recognizing the faculty bargaining agents; the faculty salary schedules for 1989-90 and 1990-91; an instructor self-evaluation form; and a student evaluation of instructor form. (PAA)

ED 338 304   JC 910 526

Napa Valley Community College District and Napa Valley College Faculty Association/CTA/NEA 1988-89 Agreement.
PUB DATE- 1 Jul 88
NOTE- 51p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Evaluation; Faculty Workload; Fringe Benefits; Grievance Procedures; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; *Teacher Salaries; Tenure; Two Year Colleges; Unions
IDENTIFIERS- California Teachers Association; Napa Valley Community College District CA; National Education Association; *NEA Contracts

The collective bargaining agreement between the Board of Trustees of the Napa Valley Community College District and the Napa Valley College Faculty Association/California Teachers Association/National Education Association is presented. This contract, in effect from June 1988 through July 1989, deals with the following topics: bargaining agent recognition; association rights; grievance procedures; employee rights; payroll deductions; salaries; health and welfare benefits; hours of instruction and instructional load; leave and miscellaneous provisions; academic calender; reassignment economy. (LB)

ED 338 324 PS 019 563

Ensuring Healthy Babies in Upstate New York: Pressing Problems, Promising Strategies. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, Second Session (Syracuse, New York, July 16, 1990).
PUB DATE- 90
NOTE- 204p.; Some pages contain small/semilegible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *At Risk Persons; Birth Weight; Blacks; *Child Health; Early Parenthood; *Health Care Costs; Health Insurance; Hearings; *Infant Mortality; Medical Services; Obstetrics; *Outreach Programs; Parent Education; Poverty; Rural Areas; Substance Abuse
IDENTIFIERS- African Americans; Congress 101st; *Maternal Health; New York (Onondaga County); New York (Syracuse); *New York (Upstate); Prenatal Care

Following opening remarks by presiding committee member Matthew F. McHugh, this hearing record begins with a fact sheet inserted into the record which provides information on the following issues: infant mortality in the U.S. and in upstate New York; the inadequacy, unavailablity, or unaffordability of prenatal care; other obstacles to care including drug use; and the importance of parent education. Supplemental tables and graphs give data on the connection between infant mortality and low birthweight; federal maternal health programs; and medicaid coverage by state. The community Health Worker Program, a community-based family outreach program, and similar programs are described. Infant mortality, and child and maternal health problems, in Onondaga County and the city of Syracuse are discussed. A copy of the Onondaga County Infant Mortality Action Plan is included. Statistics cited highlight maternal and child health problems faced by black Americans. Nine health care professionals offered prepared statements and verbal testimony to the committee, and thirteen other interested individuals provided prepared statements. These statements and testimonies addressed the topics covered in the fact sheet, and other topics, including: poverty; adolescent pregnancy; syphilis; HIV infection; education; child abuse; health insurance; family planning; outreach programs; and problems of rural health delivery. (BC)

ED 338 325 PS 019 593

Chetley, Andrew
El Poder de Cambiar: La Experiencia del Proyecto Costa Atlantica de Colombia (The Power To Change: The Experience of the Atlantic Coast Project in Columbia, 1977-1989).
PUB DATE- 90
NOTE- 83p.; For the English version, see ED 325 256.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Community Development; *Community Role; Democracy; Developing Nations; *Early Childhood Education; Foreign Countries; Futures (of Society); Government Role; Higher Education; *Institutional Role; *Policy Formation; Program Descriptions; Program Development; Public Policy;

ED 338 344 PS 019 843

Funk, Patricia E.
Nebraska Preschool Child Care: 1988. A Survey of Parents on Child Care Arrangements.
PUB DATE- Jun 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Caregivers; *Day Care; *Employed Parents; *Family Characteristics; Family Income; Parent Attitudes; Policy Formation; *Preschool Children; Preschool Education; State Programs; State Surveys; Statewide Planning
IDENTIFIERS- *Day Care Selection; *Nebraska

A survey of child care arrangements for Nebraska preschoolers was conducted in 1988 and documented characteristics of child care arrangements used in 1988 by Nebraska parents with preschool-age children and identified household characteristics associated with different types of child care. This report is organized in four parts. Methodology is discussed in the introduction. Following this, an overview of preschool child care arrangements covers characteristics of the working parent household, and working and nonworking parent child care arrangements. The next section, on child care alternatives, discusses: (1) characteristic differences in child care arrangements (in terms of provider and location, group size, fees, and the need for alternative arrangements); (2) characteristics of working parent households according to type of child care arrangement; and (3) most- and least-liked aspects of care arrangements. The report concludes with a consideration of implications for child care policy that focuses on access to child care depending on income and residence, and the process of regulating home care. Appendices A and B contain the survey instruments. There are 10 tables and 11 figures. (SH)

ED 338 345 PS 019 856

Busta, Colleen
Research and Evaluation of a Pre-First Transitional Classroom.
PUB DATE- 90
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Cognitive Development; *Elementary School Students; Grade 1; Grade 2; Grade 3; *Grade Repetition; High Risk Students; Kindergarten; Learning Readiness; Low Achievement; Parent Attitudes; Primary Education; Questionnaires; *Remedial Instruction; Self Esteem; Student Promotion; Teacher Attitudes; *Transitional Programs
IDENTIFIERS- Affective Response

The purpose of this study was to survey the affective and cognitive progress of three classes of pre-first grade transitional students. An introduction discusses the issue of social promotion, or the promotion of a student regardless of the student's degree of mastery of the previous level, as opposed to grade retention. In an extensive literature review, several topics are discussed. These include: (1) students' developmental readiness; (2) the use of grade retention as opposed to transitional classes; (3) pre-first grade different parts of faces depicting either happiness, surprise, fear, or anger. Slides ranged from single features to full faces. In the discrete categories condition, individuals were asked to press a button for each of the target emotions. In the global categories condition, the target terms were "feels good" and "feels bad." Results indicated that the mouth was the dominant feature for happiness and the eyes were the dominant feature for fear and anger. There were more correct responses to the nondominant feature for each emotion in the global condition than in the discrete condition. Individual features were more useful in identifying global categories than discrete categories, and younger children relied more on single features than combinations of features. For younger children, surprise had positive associations, but the expression of surprise was perceived as an expression of a negative emotion. Results suggested that the ability to recognize emotional expressions follows different courses of development for different emotions. A list of 13 references is included. (BC)

ED 338 364 PS 019 917

Hencke, Rebecca W.
Who Me? Individual Differences in Preschool Children's Understanding of Nice and Mean Attributes in the Self.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Antisocial Behavior; Cognitive Development; Emotional Development; *Individual Differences; Personality; *Preschool Children; Preschool Education; *Prosocial Behavior; Shyness; *Social Cognition; *Social Development; Story Telling; Violence
IDENTIFIERS- Guttman Scales

This study addressed the question of whether there are individual differences between children in the development of their understandings of social interactions. A total of 48 children between 2.5 and 5.5 years of age were engaged in telling stories with sequences about nice or mean peers. Children acted out stories with dolls and answered questions about the stories. Coders rated children's behavior in warm-up activities and scored the stories. In order to pass, a child's story and explanation had to show a minimum level of complexity. A total of 7 children passed on more stories on the nice sequence than the mean; 17 passed on more mean stories; and 24 passed on the same number for each sequence. Discriminant analysis revealed that shyness and low physical activity predicted better performance on the nice sequence; while talkativeness and violence predicted better performance on the mean sequence. These results indicate that understandings of opposite valence (nice and mean) do emerge independently of one another. A list of 16 references is included. (Author/BC)

ED 338 365 PS 019 918

MacNaughton, Glenda; Clyde, Margaret
Staffing the Practicum: Towards a New Set of Basics through Clarifying Roles.
PUB DATE- Jun 90
NOTE- 16p.; Paper presented at the National Workshop on Early Childhood Practicum (1st, Frankston, Victoria, Australia, June 7-8, 1990).
LANGUAGE- English

libraries and other public property. (LB)

ED 338 384 PS 019 961

Whisson, M. G.; Manona, C. W.
Assessing Pre-Schols: An Ethnographic Approach (from a South African Evaluation). Studies and Evaluation Papers 2.
PUB DATE- Jul 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Schools; Cultural Context; *Ethnography; *Evaluation Methods; Foreign Countries; *Parent School Relationship; Participant Observation; *Preschool Education; *Preschool Evaluation; Preschool Teachers; Social Environment
IDENTIFIERS- Border Early Learning Center (South Africa); *South Africa

In the 1980s, the Border Early Learning Center (BELC) was established to provide support and training for preschools and communities in South Africa. This report describes the rationale and process of an evaluation of preschools associated with the BELC. (The data and conclusions of the evaluation are not included in this report.) A questionnaire was designed and translated into Xhosa, and was then completed by BELC trainers and preschool teachers. Later, evaluators made field visits to the preschools. In these visits, an ethnographic approach to observation was used. This approach allowed the observers to be informed by the total environment, rather than merely by the answers to questions they posed from their own conceptual frameworks. Conflicts between educational ideals and reality were evident in large student-teacher ratios, and in ambivalence between school and community ideals. The evaluation was carried out in the context of BELC's motivation to provide the best possible education for the maximum number of children. The key variable for survival of a school was the quality of the teacher. The preschool evaluation form is appended. (BC)

ED 338 385 PS 019 962

Chavez, Maria D.
Risk Factors and the Process of Empowerment. Bernard van Leer Foundation Studies and Evaluation Papers 1.
PUB DATE- Jul 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Hispanic Americans; Intervention; *Parent Participation; *Parent Role; *Parent School Relationship; Preschool Education; Problem Solving; *Program Implementation; *Staff Role
IDENTIFIERS- New Mexico (Albuquerque); *Parent Empowerment

In 1985, the Early Childhood and Family Education Program (ECFEP) established a preschool in a Hispanic neighborhood in Albuquerque, New Mexico. This paper discusses the risks for families in this community, and the ways in which these risks can be countered by an empowerment process model. The operation of the preschool is intended to empower parents. At the beginning of the school year, parents are timid at meetings with staff; but by the end of the year, parents are developing their own agendas and initiating their own tasks. The ECFEP has proposed. Contains 25 references. (LB)

ED 338 405 PS 019 996

Reynolds, Arthur J.
Early School Adjustment of Children at Risk.
PUB DATE- 18 Apr 91
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; Educationally Disadvantaged; Elementary Education; *Elementary School Students; Grade Repetition; *High Risk Students; Longitudinal Studies; Low Achievement; Low Income Groups; Minority Group Children; *Outcomes of Education; Parent Participation; *Preschool Children; Preschool Education; Reading Achievement; *School Readiness; *Student Adjustment
IDENTIFIERS- Chicago Public Schools IL; Longitudinal Study of Children At Risk

This study examined the factors contributing to the early school adjustment of children at risk of school failure from preschool enrollment to fourth grade. A longitudinal model that used data on 1,255 low-income, minority children was tested in an effort to bring about an improved understanding of the factors that influence a wide range of early school outcomes. Outcomes concerned included cognitive readiness at the time of school entry, cognitive and teacher-rated adjustment in first grade, and four measures of school competence in fourth grade: (1) grade retention; (2) cognitive achievement in reading; (3) teacher ratings of school adjustment; and (4) children's perceptions of school competency. Results indicated that children's school adjustment from kindergarten to fourth grade was marked by declining achievement, frequent moves from one school to another, and increasing grade retention. Regression analyses indicated that cognitive readiness and the early adjustment indicators of first grade reading achievement and teacher ratings were significantly related to fourth grade outcomes and substantially mediated the effects of readiness attributes of preschool participation and family background measures. Findings also showed that parent involvement in school was positively related to achievement and teacher ratings of children's progress in school. (SH)

ED 338 406 PS 019 997

Allhusen, Virginia D.; Cochran, Moncrieff M.
Infants' Attachment Behaviors with Their Day Care Providers.
PUB DATE- Apr 91
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Behavior Development; *Child Caregivers; Childhood Needs; *Day Care Centers; *Educational Quality; *Infant Behavior; Preschool Education; Sex Differences
IDENTIFIERS- *Caregiver Child Ratio; *Continuity

The conditions of day care quality under which infants direct description of the parent workshops. (BC)

ED 338 426 PS 020 032

Coakley, Barbara F.
Improving the Behavior of Third Graders Using Integrated Teaching Strategies.
PUB DATE- 91
NOTE- 60p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; Communication Skills; Conflict Resolution; Discipline; *Elementary School Students; *Grade 3; *Integrated Activities; Primary Education; Program Development; Program Implementation; Self Esteem; *Student Behavior; *Teaching Methods; *Values Education
IDENTIFIERS- Behavior Management; *Disruptive Behavior

This report discusses the implementation of integrated intervention strategies to improve the classroom behavior of 30 third-grade students. Students' disruptive behavior was identified from two classroom observations, teacher questionnaires, and interviews with the school counselor. Objectives projected for the intervention were that students would: (1) show an increase in appropriate classroom behaviors; (2) receive improved ratings on teacher questionnaires; and (3) demonstrate a decrease in referrals to the counselor. The intervention program included the implementation of teaching strategies which focused on conflict resolution, effective communication, mutual responsibility, and development of positive self image. These strategies employed discussions, projects, and rewards. The program also included discussions led by experts in conflict resolution invited to the class; training of students as conflict mediators; and a class visit to a court in session to observe the process of the resolution of civil disputes. After 12 weeks, the objectives were evaluated by another series of classroom observations, teacher questionnaires, and interviews with the counselor. All three of the objectives were achieved. A 28-item reference list is provided. Appendixes include copies of the post-observation student behavior survey, teacher questionnaire, and school counselor interview question list. (BC)

ED 338 427 PS 020 034

Chen, Jie-Qi; Goldsmith, Lynn T.
Social and Behavioral Characteristics of Chinese Only Children and Its Research Concern.
PUB DATE- Apr 91
NOTE- 41p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Antisocial Behavior; *Behavior Problems; Classroom Observation Techniques; Foreign Countries; *Individual Differences; Prosocial Behavior; *Research Methodology; Research Needs; *Social Behavior; Social Characteristics; *Social Development; Statistical Analysis; Test Reliability
IDENTIFIERS- Child Behavior; *China; *Only Children; Population

indicated that although the experimental and control groups did not differ prior to the beginning of the treatment in grades earned in reading, mathematics, and language, tests during treatment showed that students in the control group received significantly higher grades in mathematics and language. These results raise serious questions about accommodating individual differences in learning styles using the instructional modes employed in this study. (SH)

ED 338 448   RC 018 094

McCue, Harvey A., Ed.
Selected Papers from the Mokakit Conference "Establishing Pathways to Excellence in Indian Education" (1st, Ontario, Canada, July 25-27, 1984).
PUB DATE- Jul 86
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Education; American Indians; *Canada Natives; Cultural Influences; Educational Research; *Educational Testing; Elementary Secondary Education; Foreign Countries; Higher Education; Native Language Instruction; *Teacher Student Relationship
IDENTIFIERS- Canada; *Tribally Controlled Education; Tribally Controlled Schools

This volume contains 11 selected papers from the first Mokakit conference on Indian education in Canada. Mokakit, a Blackfoot word meaning "to strive for wisdom," was selected as the name of the sponsoring organization, which promotes the participation of Indians at all levels of educational research. Papers include: (1) "Locally Developed Native Studies Curriculum: An Historical and Philosophical Rationale" (J. Archibald); (2) "Teachers' Attitudes toward the Oral English of Indigenous Children in Saskatchewan and Queensland" (H. Blair); (3) "1981 Census Perspective Planning for Native Language Programs" (B. Burnaby); (4) "Research on Indian Intelligence Testing: Review and Prospects" (R. Chrisjohn and C. Lanigan); (5) "'Silence Won't Get You Anywhere'" (M. Dielman); (6) "Native Indian Education and Clinical Supervision" (R. Este); (7) "Indian Control of Indian Education: Over a Decade Later" (V. Kirkness); (8) "Testing, Assessment Research, and Increased Control by Native Communities" (D. McShane); (9) "Quality of Education of Native Indian Students in Canada" (A. More); (10) "The Relationship between Academic Achievement and Teacher Expectations of Native Children in a Northern Manitoba Community School" (W. Rampaul, M. Singh, and J. Didyk); and (11) "The Mt. Currie Indian Community School: Innovation and Endurance" (J. Wyatt-Benyon). (SV)

ED 338 449   RC 018 203

Manning, Jennifer Elizabeth
The Information World of Traditional Native American Artists and Performers.
PUB DATE- Apr 91
NOTE- 69p.; Master's Thesis, University of North Carolina at Chapel Hill.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *American Indians; *Artists; *Cultural Activities; Cultural Background; Dance; *Information Sources; Libraries;

publication audience. However, multicultural teaching has other audiences as well, such as the communities addressed in the teaching. The UNC-Charlotte English Department's multicultural policy is essentially additive rather than inclusive: a few new staff, a few new offerings. Because the instructor is not part of the culture about which she teaches, she enlisted the aid of American Indian colleagues outside the university in designing the course. Components of the course include community service, attendance at a pow-wow, a journal, a research paper, and Indian guest speakers. The instructor found pressures from critical colleagues within the institution, who perceived multicultural teaching as lacking intellectual rigor. Various requests for travel pertaining to enhancing the course were denied. The instructor believes that a multi-cultural advisory board should be set up for the university in the community. Students seemed indifferent to the fact that a non-Indian was teaching American Indian material. The instructor observed a lack of activities and services for American Indian students on campus. A commitment to multicultural education should include the community of study as an audience of peers. (KS)

ED 338 467 RC 018 386

The Texas Manual for the Identification and Recruitment of Migrant Students. A Manual for Practitioners in the Migrant Education Program.
PUB DATE- Jul 91
NOTE- 121p.; For the earlier edition, see ED 315 261.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Definitions; Elementary Secondary Education; *Eligibility; *Identification; *Migrant Children; Migrant Education; Migrant Programs; *Quality Control; School Personnel; *Student Recruitment; Training
IDENTIFIERS- *Migrant Education Program; Migrant Student Record Transfer System; *Texas

This manual provides information on identification and recruitment of migrant students for practitioners at all levels, and can function as both a training document and a reference tool. The identification and recruitment process consists of three interrelated elements: (1) definitions governing migrant program eligibility; (2) the process recruiters use to translate those definitions into accurate and well recorded eligibility determinations; and (3) procedures to oversee the quality of recruiters' decisions. The manual's eligibility section contains definitions; instructions for completing the certificate of eligibility; illustrative case studies; indicators of possible nonqualifying conditions; assistance with difficult decisions; and lists of qualifying seasonal and temporary work in livestock, poultry, and dairy farming. The identification and recruitment section outlines the Texas statewide effort, strategies for effective recruitment, personal characteristics of the effective recruiter, recruiter duties and responsibilities, details of the recruitment interview, characteristics of a good supervisor, and identification and recruitment competencies. The quality control section discusses required components of the personnel training program; functions and interagency relationships of the Migrant Student Record Transfer System; quality control in project districts, cooperatives, and levels. (19 references) (JJK)

ED 338 485 SE 052 209

Flannery, Maura C.
Bitten By The Biology Bug. Monograph VI. Essays from "The American Biology Teacher."
PUB DATE- 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biology; Books; Career Choice; Communications; Entomology; *Essays; Human Body; Plants (Botany); Science Instruction; Secondary Education

A collection of 18 essays originally published in "The American Biology Teacher" in a column headed "Biology Today" are presented. The essays have been reprinted in chronological order and begin with an essay published in March 1982. A variety of types of writings were selected: some focus on teaching biology, others on the science itself. Several deal with books and articles that have excited and interested the columnist over the years. The following essays are included: (1) "Books and Biology"; (2) "Turning Teaching Around"; (3) "Naturalists"; (4) "The Importance of Trivia"; (5) "Broadening Our Horizons"; (6) "Branching Out"; (7) "Things I'd Never Thought About"; (8) "Bitten by the Insect Bug"; (9) "Beginning Again"; (10) "Who Could Have Guessed It?" (11) "The Other Side of the Coin"; (12) "In the Flower Garden"; (13) "Of Chaperones and Dancing Molecules: The Power of Metaphors"; (14) "Communicating Biology"; (15) "Eye on Biology"; (16) "Loving Biology--It's About Time"; (17) "Human Biology"; and (18) "Telling About the Lure of Science." Most chapters include references. (KR)

ED 338 486 SE 052 210

Wakeman, John K.
Training Teachers To Develop and Implement Follow-Up Activities To Enhance Outdoor Science Activities in the Middle School.
PUB DATE- 29 May 91
NOTE- 71p.; Educational Specialist Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Ecology; Field Trips; Grade 6; *Inservice Teacher Education; Intermediate Grades; Middle Schools; Outdoor Education; *Problem Solving; Program Descriptions; *Science Activities; *Science Instruction; *Science Teaching Centers; *Teacher Attitudes; Workshops

The Environmental Studies Center Outdoor Science program should represent a continuation of the county science curriculum. However, science teachers were insufficiently involved and generally unprepared to conduct effective classroom follow-up activities with students upon returning from outdoor field excursions sponsored by the Environmental Center. Linking field learning and outdoor experiences to practical problem-solving situations was paramount to attaining effective follow-up classroom activities. The project targeted seven sixth-grade science teachers to participate in an Outdoor Science Lab Enhancement Program. The program was developed to fill the gap resulting from the lack of continuity between field experiences

NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Foreign Countries; *Instructional Materials; *Outdoor Activities; *Outdoor Education; *Resource Materials
IDENTIFIERS- *Environmental Education Programs; Manitoba

The material in this catalog has been compiled to serve as a ready reference for teachers to assist them in locating outdoor education materials and obtaining environmental student project assistance available from government departments and private organizations within the province of Manitoba. Part 1 lists agencies that can provide speakers, assist with programs, serve as consultants, and support field trip experiences. Guidelines for camps and field trips, including communication, financing, resource personnel, equipment and safety procedures, timetables, student discipline, and transportation, are suggested. Part 2 lists the publications and audio-visual resources available from the following sources: the Provincial Departments of Manitoba (including: the Department of Agriculture; the Department of Industry, Trade and Tourism; the Department of Education and Training; and the Department of Natural Resources); the federal Departments of Canada (including: the Forestry Service; the Wildlife Service; the Department of Fisheries and Oceans; the National Film Board; and the Parks Service); and private organizations (including: Ducks Unlimited Canada, and the Manitoba Forestry Associations). Phone numbers and addresses for making contact are included. (JJK)

ED 338 505 SE 052 480

Klapper, Michael H.; And Others
The Research Agenda of the National Center for Science Teaching and Learning: External Influences on Science Education. NCSTL Monograph Series, #1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Uses in Education; Cross Cultural Studies; *Cultural Influences; Educational Change; *Educational Research; Elementary Secondary Education; Interdisciplinary Approach; Program Descriptions; Programed Tutoring; Public Opinion; *Public Policy; Public Support; Research and Development; School Business Relationship; School Community Relationship; School Organization; School Policy; *Science Education; Teacher Education; *Technology
IDENTIFIERS- *National Center for Science Teaching and Learning

This document explores the mission, goals, and underlying philosophy of the National Center for Science Teaching and Learning (NCSTL). The reform of the U.S. educational system, especially in the area of science education, will require a thorough examination of noncurricular, external factors affecting science education. In order to bring about reform a discourse must be created among the divergent "cultures" of science education, science, and public policy. A brief description of five focus areas chosen for study is provided. The first of the five focus areas considers the influences of

(141)
DESCRIPTORS- *Developing Nations; Economic Development; *Economic Factors; *Economic Research; Educational Development; *Employed Women; Family Characteristics; *Females; Foreign Countries; Foreign Culture; Labor Economics; Labor Force Development; Sex Role; Statistical Analysis; Tables (Data); *Womens Education; Womens Studies
IDENTIFIERS- *Peru

This report examines ways of improving women's productivity and education and the consequences for development in Peru. The research finds that women account for about 39 percent of family income in Peru. They carry the main responsibility for child care and heavily influence family decisions on children's education and family size. Improving opportunities for women thus can be a means to foster economic and social development as well as an end in itself. The main way to expand women's opportunities is through human capital investments, notably education beyond the primary level. This will increase women's earning capacity, broaden their labor force participation, and thereby promote economic growth, family welfare, and slower population growth. This report is comprised of seven articles: (1) "The Extent and Impact of Women's Contribution in Peru: A Descriptive Analysis" (M. Schafgans); (2) "Labor Market Participation, Returns to Education, and Male-Female Wage Differences in Peru" (S. Khandker); (3) "Modeling Economic Behavior in the Informal Urban Retail Sector in Peru" (J. Barry Smith; M. Stelcner); (4) "Household Production, Time Allocation, and Welfare in Peru" (J. Dagsvik; R. Aaberge); "Fertility Determinants in Peru: A Quantity-Quality Analysis" (M. Schafgans); (6) "Gains in the Education of Peruvian Women, 1940 to 1980" (E. King; R. Bellew); and (7) "Does the Structure of Production Affect Demand for Schooling in Peru?" (I. Gill). Numerous tables of data, figures, and diagrams appear throughout the report. A lengthy bibliography is included. (Author/DB)

ED 338 526   SO 021 507

Social Studies Advisory List of Instructional Media.
PUB DATE- Feb 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Books; *Educational Media; Educational Resources; Elementary Secondary Education; Filmstrips; *Social Studies; Videotape Cassettes
IDENTIFIERS- *North Carolina State Department Public Instruction

This document features an annotated bibliography of social studies materials from a variety of media and prepared by the Department of Public Instruction of North Carolina. Materials listed include books, books in a series, reference books, filmstrips (sound), and video cassettes. (DB)

ED 338 527   SO 021 543

Ediger, Marlow
Social Studies in the Elementary School.
PUB DATE- 91
NOTE- 61p.; Updates and supersedes ED 276 658.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

comparison. A brief bibliography is included. (MSE)

ED 338 066 FL 019 773

Hayward, R. J.
Tone and Accent in the Qafar Noun.
PUB DATE- Jul 91
NOTE- 22p.; In: "Grammatical Phonetics: Studies in Honour of Jack Carnochan" (see FL 019 768).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- African Languages; Foreign Countries; *Intonation; *Language Patterns; Language Research; Linguistic Theory; *Nouns; *Suprasegmentals; *Uncommonly Taught Languages
IDENTIFIERS- Cushitic Languages; *Gender (Language); *Qafar

A study of tone and accent in Qafar, a Cushitic language characterized by tonal rather than stress accent, modifies an earlier claim made about the relationship between accent and gender. The newer study makes a proposal that simplifies the account of gender in that this category is seen as determined rather than determining. This further suggests an explanation of how gender is acquired by Qafar speakers. The findings of the first study are outlined, and its conclusions about gender and the more recent findings concerning patterns of tone and accent are combined to make a correlation: if a lexical noun ends in a consonant and/or carries accent, it is masculine; otherwise, it is feminine. Loan words provide confirmation that this correlation is significant. A 13-item bibliography is included. (MSE)

ED 338 067 FL 019 774

Kelly, John
Glides and Phonological Change in Mombasan Swahili.
PUB DATE- Jul 91
NOTE- 11p.; In: "Grammatical Phonetics: Studies in Honour of Jack Carnochan" (see FL 019 768).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- African Languages; Contrastive Linguistics; Diachronic Linguistics; Foreign Countries; *Language Patterns; Language Research; Language Variation; Linguistic Theory; *Phonology; *Swahili; *Uncommonly Taught Languages
IDENTIFIERS- *Glides (Phonology); *Kenya

A study of the pronunciation of an adult male Swahili speaker, a native and long-term resident of Mombasa Old Town, supplemented with notes on other adult speakers, suggests a new account of glides and phonological change in this variation of the language. The asymmetrical distribution of the two glide types (palatal and labiovelar) is analyzed and compared to an analysis of Comorean. One interpretation is that the palatal glide has in many cases lost its autonomous status, its palatal component being redistributed over the associated consonant. A parallel phenomenon in the case of the other glide is proposed. The complex phonetics of the Mombasan variety are outlined. Evidence suggesting that this situation reflects a historical development in Mombasan Swahili is presented briefly. An 11-item bibliography is included. (MSE)

ED 338 068 FL 019 775

Maddieson, Ian

satisfactory by the project committee. It is concluded that most of the curriculum objectives in these areas were achieved adequately, but the achievement level for four objectives was unsatisfactory. Problems were also found in achievement of functional language objectives and in the design of curriculum objectives. Some practical limitations of immersion instruction are noted. Nine recommendations are made for program design and classroom implementation. (MSE)

ED 338 090 FL 019 818

Edwards, J. David; Sayers, Maria J.
Federal Funding for Foreign Language and International Education in Elementary and Secondary Schools. Occasional Paper: 1.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; Elementary Secondary Education; *Federal Aid; Federal Government; *Federal Legislation; Federal Programs; Financial Support; *Government Role; *International Education; Position Papers; *Second Language Learning
IDENTIFIERS- Bilingual Education Act 1984; Education Consolidation and Improvement Act 1981; Education for Economic Security Act 1984; Excellence in Education Act; Mutual Education and Cultural Exchange Act; National Endowment for the Humanities

Financial support available for foreign languages and international education is described for several federal programs. Provisions of applicable legislation and regulations are presented, along with brief descriptions of model programs or anticipated projects, and names, addresses, and phone numbers of persons who administer the programs described. Information is given on the following: (1) Education for Economic Security Act (local education grants, state technical assistance and administrative costs), higher education programs, and the Secretary's discretionary fund for programs of national significance; (2) Excellence in Education Act (Title VI); (3) Education Consolidation and Improvement Act (block grants); (4) Mutual Education and Cultural Exchange (Fulbright-Hays) Act (foreign curriculum consultants, group projects abroad for non-western language and area studies, teacher exchange program, and international research and studies program); (5) the Bilingual Education Reauthorization Act; (6) National Endowment for the Humanities (institutes for teachers and administrators, collaborative projects, planning grants, independent study); and (7) support services outside the school system. The JNCL statement of position on language competence and cultural awareness is attached. (LB)

ED 338 091 FL 019 828

The German Language Arts Program Curriculum Objectives: Kindergarten-Grade 6 for Milwaukee Public Schools' German Immersion Programs.
PUB DATE- 87
NOTE- 114p.; For the French immersion language arts program, see FL 019 835.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

helping the LEP student adjust to the classroom, adjusting teaching style, teaching multilevel classes, motivating students and providing background knowledge, adapting traditional ESL techniques to the content classroom, meeting the students' cognitive academic needs, and checking student comprehension of the content. Suggestions are offered for developing lesson plans, including a lesson plan format and sample lessons. Contains 8 references. (LB)

ED 338 112 FL 800 410

Sayers, Dennis; Brown, Kristin
Putting a Human Face on Educational Technology: Intergenerational Bilingual Literacy through Long-Distance between Parents of School-Age Children.
PUB DATE- 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingualism; Computer Literacy; *Computer Networks; *Cooperative Programs; Educational Technology; Elementary Education; *Literacy Education; Outreach Programs; *Parent Child Relationship; *Parent Participation; Parent School Relationship; Spanish; Writing (Composition)
IDENTIFIERS- California (San Diego); Colorado (Denver); *Family Literacy; ORILLAS Network; Partnerships in Education; Puerto Rico

An effort to foster intergenerational bilingual literacy by setting up technology-mediated partnerships between geographically distant parents of school children is described. The ethnic and linguistically minority parents who participated were from San Diego; Denver; and Caguas, Puerto Rico. This partnership between distant parents is part of a larger computer-based network of teacher partnerships called ORILLAS, which is coordinated by Brooklyn College of the City University of New York and the University of Puerto Rico. The parents were invited to learn how to use computers with their children and in the process to communicate with other parents and children. The resulting communication and teamwork based on sharing of skills is described, including the value of Spanish language proficiency. Bilingual booklets and books (including a book of proverbs) were developed jointly, as were a community newspaper and a collection of articles on technology and self-esteem. Previous formal research into ORILLAS teacher partnerships is reviewed. Contains 20 references. (LB)

ED 338 113 FL 800 413

ILY Newsletter = Bulletin AIA. Jan./Feb.--Nov. 1990.
PUB DATE- 90
NOTE- 66p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Activism; *Adult Literacy; *Community Involvement; Conferences; Foreign Countries; *Literacy Education; Lobbying
IDENTIFIERS- *Canada; *International Literacy Year 1990; Literacy Events

This document consists of the four issues of the "ILY Newsletter" issued during 1990. The January/February issue, "The Book Voyage," reports on the International Literacy Year (ILY) project in which a series of books travels around the world and

The Academic Workplace Audit.
SPONS. AGENCY- Charles E. Culpepper Foundation, New York, NY.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 91
NOTE- 32p.; For the companion sourcebook, see HE 024 972.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; College Faculty; Colleges; *Faculty Development; Higher Education; Institutional Research; Organizational Climate; Organizational Development; *Quality of Working Life; *Self Evaluation (Groups); *Teacher Morale; Teacher Shortage; Trend Analysis; Universities; *Work Environment

This book is designed to accompany "A Good Place to Work: Sourcebook for the Academic Workplace" and represents a tool for colleges interested in supporting faculty morale and the quality of the academic workplace. The Audit, developed from a study by the Council of Independent Colleges, is organized into nine sections, each one focusing on an important organizational factor. The first four sections deal with organizational factors of primary importance in regard to faculty morale and cover organizational culture, leadership, organizational promise and momentum, and institutional identification coupled with institutional diversity. The subsequent five sections address important issues pertaining to the quality of the academic workplace and the level of faculty morale including support for scholarship, faculty development, balance of intrinsic and extrinsic rewards, the nature of colleagueship, and college-community relations. Each section of the Audit begins with a brief statement defining the particular organizational factor and providing the study findings. This statement is followed by a list of questions useful for stimulating and guiding discussion and examination of the organizational factor. Finally, each section ends with several open-ended statements to help focus ideas that emerge from use of the Audit questions. (GLR)

ED 338 133 HE 024 974

Duronio, Margaret A.; Loessin, Bruce A.
Effective Fund Raising in Higher Education: Ten Success Stories.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 91
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; Case Studies; Colleges; Community Colleges; Financial Needs; *Fund Raising; Guidelines; *Higher Education; Private Financial Support; Program Development; Program Evaluation; Research Universities; Universities; Volunteers

This book examines the characteristics commonly believed to be instrumental to a successful fund-raising program, such as trustee participation, constituent relations, and program management. It presents detailed studies of 10 diverse from agencies of the Federal Government for fiscal year (FY) 1989. It is noted that the federal agencies included in the report provide virtually all funding for science and engineering (S&E) and research and development (R&D) at universities and colleges. Statistical tables include funding trend analyses for academic science and engineering obligations; the rankings of institutions by order of amount received, FY 1989; federal science and engineering obligations to university-administered federally-funded research and development centers (FFRDC); and federal obligations to independent nonprofit institutions and nonprofit-administered FFRDCs. In addition, R&D and S&E funding tables are presented for historically black colleges, as well as listings of institutions by state for FY 1989, by type of institutional control, and by geographic distribution. (GLR)

ED 338 153 HE 024 994

Hearings on the Reauthorization of the Higher Education Act of 1965: Access to College and Program Simplification. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- May 91
NOTE- 480p.; Serial No. 102-30.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Educational Legislation; Federal Legislation; *Higher Education; *Low Income Groups; Minority Groups; *Student Financial Aid
IDENTIFIERS- *Higher Education Act 1965

The Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, met on two occasions, on the first to hear witnesses on how the reauthorization of the Higher Education Act of 1965 can help low income students overcome challenges to obtain postsecondary education; and on the second to hear how student financial aid programs can be simplified to provide easier access. On the first hearing day the following witnesses appeared: Honorable E. Thomas Coleman; Arthur M. Hauptman; James Stedman, Congressional Research Service; Peter Smith, Responsibilities for Financing Postsecondary Education; Sister Mary Andrew Matesich, National Association of Independent Colleges and Universities; Dennis J. Martin, Washington University, Saint Louis; Reggie Wilson, American Council on Education; Cesar M. Trimble, Hispanic Association of Colleges and Universities; Anne L. Bryant, American Association of University Women; Robert A. Corrigan, Coalition for Adult and Part Time Students. On the second day of testimony the following witnesses appeared: Joseph M Gaydos; Robert B. Knutson, Education Management Corporation; Selena Dong, United States Student Association; Annette Hines, Student, Morehead State University; Stephen Colbert, Educational Opportunity Center; Regina Manley, Citywide Guidance Programs; Stan Koplik, Advisory Committee on Student Financial Assistance; Natala Hart, State Student Assistance Commission; Paul Phillips, California State University-San Marcos. The document contains the prepared statements of all the witnesses and other statements submitted by those who did not appear. (JB)

ED 338 154 HE 024 995

National Sea Grant College Program Authorization Act of 1991.

Education; Institutional Evaluation; *Minority Groups; *School Holding Power; *Student Recruitment
IDENTIFIERS- Alverno College WI; Barry University FL; College of Mount Saint Joseph OH; College of New Rochelle NY; Diversity (Student); Emmanuel College MA; Heritage College WA; Madonna College MI; Mount Saint Marys College CA; Mundelein College IL; *Neylan Minorities Project; Our Lady of the Lake University of San Antonio TX

This report presents case studies of 10 colleges participating in the Neylan Minorities Project. The Neylan colleges consist primarily of colleges and universities founded by Catholic communities of religious women. This project's goals were to increase the pool of minority students with potential to move from the secondary level into college; to increase the enrollment of minorities in college, and to increase the proportion of minority students who graduate from these colleges. Using instruments designed by a Neylan member to measure institutional readiness for undertaking minority focused programs and to measure the success of such programs, each participating program evaluated its own success in recruitment and retention of minorities. Participating institutions included the following: Alverno College, Milwaukee, Wisconsin; Barry University, Miami, Florida; The College of New Rochelle, New Rochelle, New York; Emmanuel College, Boston, Massachusetts; Heritage College, Toppenish, Washington; Madonna University, Livonia, Michigan; Mount St. Mary's College, Los Angeles, California; Mundelein College of Loyola University, Chicago, Illinois; Our Lady of the Lake University, San Antonio, Texas; the College of Mount Saint Joseph, Cincinnati, Ohio. Copies of the institutional readiness assessment, the faculty staff survey and a student survey are included. (JB)

ED 338 173 HE 025 015

Pettit, Joseph
Enrollment for Fall, 1988 and Finances and Student Aid Year Ending June 30, 1989 at U.S. Catholic Colleges and Universities.
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; Costs; *Educational Finance; Endowment Funds; *Enrollment; Expenditures; Federal Aid; Geographic Distribution; Grants; *Higher Education; Minority Groups; Private Financial Support; Scholarships; Sex

This document presents figures for the fall 1988 enrollment and finances for the fiscal year ending June 30, 1989 at Catholic Colleges and Universities in the United States. Data are based on responses by individual institutions to the Office of Education's National Center for Educational Statistics' annual Integrated Postsecondary Educational Data System survey. Institutions are classified as either Research/Doctoral, Comprehensive, Liberal Arts, or Two-Year. Data for the following enrollment categories are provided: by type of institution; by level; by gender and ethnicity; and by geographic distribution. Financial data in the following categories are provided: tuition and fees, federal grants, private grants, endowment, instruction expenses, research expenses, academic support, student services, institutional support, operation and maintenance, scholarships, and plant

Academy. These responsibilities include incorporating the Academy into the State University as the State University's 21st campus or as a satellite to an existing campus. The report provides background information on the Academy, its current governance, and its distinctive educational mission. It then reviews the Academy's relations with the State University. Following an analysis of the pros and cons to merging the Academy with the State University, the report presents its recommendation that the Academy continue to be governed by a separate independent Board of Governors, but that the Board take action to strengthen its leadership role in establishing policy for the Academy. In addition, the Commission recommends that the Board seek to involve itself in planning and goal setting for the Academy, to insure serving the needs of all Californians seeking a maritime career, and the Commission offers a number of specific suggestions to achieve that goal. (GLR)

ED 338 193 HE 025 035

Progress on the Commission's Study of the California State University's Administration. A Report to the Governor and Legislature in Response to Budget Language in the 1990 Budget Act.
PUB DATE- Jan 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; *College Administration; *College Planning; Communication Problems; Evaluation; *Governance; Higher Education; Institutional Mission; Interviews; Literature Reviews; Needs Assessment; Scholarship; State Legislation
IDENTIFIERS- California State Postsecondary Education Comm; *California State University

This document represents a progress report of a study into the role and value of the California State University's central administration. It contains as an appendix a report by the State University on the evolution of its central administration, and it includes a review by Commission staff of relevant national literature on higher education governance, and a synthesis of impressions obtained by the staff from 50 interviews with individuals both within and outside of the State University, including members of the faculty; campus level academic, student, and business affairs staff; campus presidents; and past and current Trustees. In addition, a list of preliminary conclusions from the study thus far is provided as well as the staff's plans for further study, prior to submitting a draft of the final report. Among the conclusions are that: (1) the State University needs to be stabilized, both internally and externally; (2) there appears to be a climate of over-regulation, both within the State University system and between the system and the State; and (3) many of the existing organizational arrangements in the State University are fundamentally sound and work well. Contains 10 references. (GLR)

ED 338 194 HE 025 036

Faculty Salaries in California's Public Universities: 1991-92. A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965).
PUB DATE- Apr 91
NOTE- 45p.; For related document, see HE 025 037. Some pages of

development programing in a minimum of four locations, and the provision of increased learning opportunities with the network fully operational by January 1, 1991. Findings of the Phase I evaluation are then presented, covering technical concerns, the ITFS consortium structure and communication, ITFS program selection and registration, staff and student evaluations of programs, and ITFS staff and presenters of programing. Recommendations for improvements in each of these areas are included. Responses to evaluation questionnaires indicated that the staff development programs, student enrichment programs, and new courses for students were a positive experience for all involved. Although teacher attitudes toward the use of distance education technology were mixed, student attitudes were positive and they had little difficulty with the operation of equipment or the interaction over teleconference equipment at their receiving sites. include a calendar of broadcast programming, a list of the programs received via satellite, and the evaluation questionnaires. (DB)

ED 338 212   IR 015 234

Watt, Michael G.
Instructional Materials in Australian Education. A Review and
  Annotated Bibliography of Articles on Research.
PUB DATE- 91
NOTE- 96p.; Master's Thesis, University of Tasmania.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information
  Analyses/State-of-the-art Materials (070),Reference Materials -
  Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Censorship; Controversial
  Issues (Course Content); Curriculum Development; *Educational
  Research; Elementary Secondary Education; Females; Foreign
  Countries; Government Role; Higher Education; *Instructional
  Material Evaluation; *Instructional Materials; Intellectual
  Disciplines; Minority Groups; Periodicals; Publishing Industry
IDENTIFIERS- *Australia; United States

This report on a master's project begins with a review of the research literature on instructional materials in Australia which emphasizes Australian research and how it compares with a similar body of research published by American scholars. It is noted that the intent of this comparison is to identify where research in Australia can be applied more effectively to improve curriculum development and educational change. The analysis of the literature, which is limited to journal articles published since 1975, includes a detailed review of the topics covered in the bibliography and a discussion of the common curriculum framework for Australian schools and the implications of research on instructional materials. The annotated bibliography is divided into two major subject categories: (1) Producers and Consumers, which covers Instructional Materials and School Programs (use and curriculum role, selection), and the Production and Marketing of Instructional Materials (the publishing industry, innovation and reform); and (2) Evaluation and Criticism of Instructional Materials, which covers General Discussion and Special Topics (general references, readability, treatment of minorities and women); Subject Matter Content Coverage (language arts, mathematics, reading, science, social studies), and Ideology and Controversy (ideology and instructional materials, controversy and censorship, evolution theory and creationism). The 181 articles cited and their annotations are listed in alphabetical order by authors' names under the appropriate about computers within the university which cut across all groups. There were differences, however, in the level of positive attitudes among the subjects, with the strongest differences in attitudes occurring between the faculty and the administrative staff. There was a strong tendency for senior administrators to be the most enthusiastic of all, while the faculty were more circumspect about the changes to teaching that the computer will supposedly bring. Data are presented in five tables and four figures as well as a narrative report. The appendices contain a copy of the attitude survey questions, and a table showing the breakdown of the attitude survey data by question. (DB)

ED 338 230 IR 015 268

Moyers, Michael A.; Langschied, Linda, Ed.
Using Bitnet on the VAX.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Libraries; *Computer Networks; Computer Software; *Electronic Mail; Guidelines; Higher Education; Information Networks; Interaction; Telecommunications; Users (Information)
IDENTIFIERS- *BITNET; Command Language

This manual from the PC Working Group of Rutgers University Libraries is designed to help computer users to use electronic mail through computer networks effectively. There are two sections: MAIL commands, and VAX commands. The MAIL commands section includes step by step instructions for addressing, sending files, reading files, replying, forwarding, and deleting messages. The VAX commands section provides instructions for editing files, sending and receiving files, interactive messages, uploading and downloading files, using Kermit and other communications software, downloading mail messages, setting passwords, and online documentation. Other helpful hints include commands and explanations for carbon copy, personal name, directory for mail, folders, data compression, signature file, and purging files. Appendices include mail, VAX, and MicroEmacs command summaries, as well as suggestions for creating a plan file. (DB)

ED 338 231 IR 015 269

McCarthy, Anna
The Decision Making Process: An Instructional Project for Sixth Grade Students At-Risk.
PUB DATE- Aug 90
NOTE- 116p.; M.S. Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Decision Making; Grade 6; *High Risk Students; *Instructional Design; Instructional Development; Instructional Materials; Intermediate Grades; Pretests Posttests; *Problem Solving; Questionnaires; *Student Attitudes; Teaching Methods; *Thinking Skills; Units of Study; Videotape Recordings
IDENTIFIERS- Instructional Systems Development Model

This report presents an examination of the analysis, design, implementation, and evaluation of an instructional unit critical role in planning for change in a library media center. The paper is divided into three sections. In Section 1 the first of the two major phases of planning for change is described. It is noted that during this "initiation" phase of change, the principal and the school library media specialist work together to evaluate and assess the library media center program as it relates to the guidelines outlined in the publication, "Information Power." Section 2 describes the second phase, which involves gathering information and consulting the school staff and community to determine their needs. Section 3 is a case study which exemplifies the two planning phases for change. The study presents a planning for change scenario which calls for more technological access in a library media center. (6 references) (MAB)

ED 338 251 IR 053 775

Fikes, Robert, Jr.
Book Censorship, Social Dynamics, and the Education-Library Establishment's Response to the Kanawha County Textbook Controversy.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Censorship; Elementary Schools; Elementary Secondary Education; Learning Resources Centers; *Moral Issues; Moral Values; *Reading Materials; School Districts; School Libraries; Secondary Schools; Socioeconomic Background; *Socioeconomic Influences; *Textbooks
IDENTIFIERS- Kanawha County Schools WV; *West Virginia (Kanawha County)

This paper focuses on the factors which precipitated a violent conflict over the introduction of certain textbooks and supplementary reading materials in Kanawha County, West Virginia, in 1974. The paper analyzes and reviews the developments that occurred from April 1974 to February 1975 and examines the issues that were raised. A description of the people and the social and economic environment of this Appalachian county provides background information to the chain of events which surrounded the textbook controversy. It is observed that the protest movement resulted from a conflict between dominant and suppressed cultures as well as from differences in perceptions. (16 references) (MAB)

ED 338 252 IR 053 776

E.H. Butler Library Disaster Preparedness Plan. Revised 1991.
PUB DATE- Jul 91
NOTE- 45p.; For the 1989 edition, see ED 316 242. Compiled by the Preservation Subcommittee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accident Prevention; *Administrative Policy; *College Libraries; *Emergency Programs; Fire Insurance; *Fire Protection; Higher Education; *Library Materials; Organizational Objectives

dual focus of the mission on the core (e.g., transfer and vocational education) and the edge (e.g., developmental education and ties with business/industry) can become quite intense when community colleges do not know where their efforts should be placed. There are dangers and benefits associated with operating on the edge. Among the dangers are the potential for devoting too many resources to the periphery to the detriment of the educational core, the college's concept of its own mission, and the community college's place within traditional higher education. The most important benefits from operating on the edge are the vibrancy resulting from always discovering new worlds to conquer, the ability to respond to identified needs with few delays, and the flexibility to experiment. The most successful colleges will operate from a relatively stable core and from the edge of their mission, recognizing that the community college is an educational institution uniquely qualified to offer educational solutions to society's complex problems. (AYC)

ED 338 271 JC 910 469

McKinnon, Norma M.; McKinnon, Ivan D.
An Assessment of the Learning Needs of Mature Adults in Northern Maine Technical College's Service Area.
PUB DATE- Nov 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; Community Colleges; Community Education; Community Surveys; Educational Attitudes; *Educational Needs; *Middle Aged Adults; Needs Assessment; *Older Adults; Old Old Adults; Program Development; Questionnaires; School Schedules; Two Year Colleges; Young Old Adults
IDENTIFIERS- Northern Maine Technical College

In 1991, Northern Maine Technical College (NMTC) conducted a survey of 122 individuals over the age of 55 years to determine their educational interests, their preferences regarding course delivery methods, and their demographic characteristics. The survey asked respondents to state their interest in specific subjects under the categories of health and health-care; financial management skills; socializing; purposeful living; self-esteem; and employment needs. Study findings, based on a 74% response rate, included the following: (1) the average age of the respondents was 68.5 years, 88% had lived in NMTC's service area for over 10 years, 76% were high school graduates and 36% had some college education, and the major reasons for pursuing higher education were for self-enrichment and socializing; (2) the youngest respondents were interested in the largest number of courses, and the oldest interested in the fewest courses; (3) greatest interest was expressed in health and health-care related subjects, followed closely by financial management skills and socializing; (4) courses focusing on self-esteem and employment needs received the lowest interest ratings; (5) under health and health-care subjects, greatest interest was expressed in the areas of exercise, nutrition, health-care providers, and support groups; (6) under financial-management subjects, greatest interest was expressed in the areas of benefits, wills, probates, trusts, and taxes; and (7) respondents expressed a preference for 1-day workshops and mini-courses as a means for course delivery. A literature review, a 42-item bibliography, and the survey instrument are included.

time enrollments; total headcount and FTE enrollment at CCC from 1986 through 1990 with projected enrollments for 1991-93; headcount enrollment by students' gender, geographic origin, age, and ethnic background; ethnic background as a percent of total enrollment; total headcount by credit hour; total CCC graduates; percent of graduates by academic division; number of students receiving financial aid and total dollars received; full-time technical and full-time junior college faculty profiles for 1990-91; total fall 1990 CCC personnel; total college revenues by source; college expenditures by category; 1989-90 book value of physical plant assets; total government and private support; 1990-91 grants in effect and proposals submitted; total statewide headcount enrollment in community and technical colleges in Alabama; and CCC headcount as a percent of statewide enrollment. Summary CCC data presented for fall 1990 includes the following: (1) CCC enrolled 3,336 full-time students and 4,497 part-time students; (2) the total student population was 53% female, 87% white, and 44% under the age of 21 years; (3) 18% of the total headcount received financial aid; (4) there were 684 program graduates in 1989-90; (5) full-time female faculty outnumbered males 73 to 70; and (6) 46% the of full-time faculty had 30 hours of graduate work beyond the master's degree level. (PAA)

ED 338 288 JC 910 506

Seppanen, Loretta
The Running Start Program: Impact and Benefits from the First Year in Washington Community Colleges. Operations Report 91-4.
PUB DATE- Oct 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; *College Credits; *College School Cooperation; *Community Colleges; *Cooperative Programs; *Dual Enrollment; High Schools; *High School Students; Parent Attitudes; Parent Background; Program Evaluation; Student Attitudes; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Washington

The Running Start (RS) Program was piloted at 5 community colleges and 36 high schools in Washington state during the 1990-91 school year. RS allows high school juniors and seniors to enroll in a community college for high school and college credit. A total of 358 students participated in the pilot program in 1990-91 and will participate again in 1991-92. Each student's high school reimburses the college a proportionate share of the district's state basic education funding. The five community college pilot sites were Walla Walla Community College, Pierce College, Skagit Valley College, South Puget Sound Community College, and Everett Community College. The program is scheduled to be implemented at all Washington community and technical colleges in 1992-93. To evaluate the program, separate surveys were sent to both 356 participating students and their parents. Surveys were returned by 236 students and 253 parents. Outcomes of the program included the following: (1) 50% of the RS students had at least one parent who had completed a bachelor's degree, and 80% of the students indicated intentions to transfer to a four-year school; (2) both students and parents reported that the college courses were more stimulating and worthwhile than the high school courses, and 70% reported "optimal" benefit from program participation; (3) 80% of the RS students completed at least policy; organizational security; resignations; regular and contract faculty evaluations; and contract term. Appendixes include the regular and contract faculty salary schedule; the 1989-90 academic calendar; an hours of employment and instructional load table; and information on annual instructional load, retirement plans, and evaluation guideline changes. (PAA)

ED 338 305 JC 910 527

Mt. San Jacinto Community College District Certificated Contract, July 1, 1988-June 30, 1990.
PUB DATE- 88
NOTE- 78p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- California Teachers Association; Mount San Jacinto College CA; National Education Association; *NEA Contracts

The collective bargaining agreement between the Mt. San Jacinto College District Board of Trustees and the Mt. San Jacinto College Faculty Teachers Association/California Teachers Association/National Education Association is presented. This contract, covering the period from July 1, 1988 to June 30, 1990, deals with the following topics: bargaining agent recognition; district and association rights; safety conditions of employment; grievance procedures; unit members rights; salary regulations; work load; assignment; evaluations; leave provisions; professional development leaves; reduction in force; personnel file contents and inspection; retirement and early retirement incentives; savings clause; effect of agreement; completion of meet and negotiation; and term of agreement. Appendixes provide information on rates of compensation; the salary formula; fringe benefits and faculty evaluation information; and grievance forms. (PAA)

ED 338 306 JC 910 528

Agreement between South County Community College District and Chabot College Teachers Association/C.T.A./N.E.A. for Certificated Personnel, July 1, 1987-June 30, 1990.
PUB DATE- 87
NOTE- 101p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Teacher Employment Benefits; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- California Teachers Association; Chabot College CA; National Education Association; *NEA Contracts; South County Community College District CA

The collective bargaining agreement between the South County

*Social Change; Universities
IDENTIFIERS- *Colombia; Empowerment; Program Characteristics

In 1977, the Bernard van Leer Foundation began supporting a project in Colombia that had the objective of improving the quality of early childhood care and education in a small village. The Costa Atlantica project offered an approach to development that was based on community organization, social management, participation, cooperation, popular education, and solidarity in the search for the common good. The project began as an attempt to satisfy the needs of children and expanded to include an alternative approach to overcoming poverty. The project team of about 25 people was aided by university students, and received encouragement and partial financial support from the Colombian Institute for Family Welfare. The team claimed to have provided over 100 communities with some form of preschool and a variety of other developments. Such a claim indicated that something in the communities was transforming largely marginalized and disadvantaged settings into positive developmental environments. This book describes the Costa Atlantica project. Chapters concern background information, the role of the university as an agent of change, the role of the community in development, the transition from local experiment to national policy, and the learning that took place during the experience. (GLR)

ED 338 326 PS 019 679

Marshall, Nancy L.
Empowering Low-Income Parents: The Role of Child Care.
PUB DATE- Apr 91
NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Childhood Needs; *Day Care Centers; Educational Environment; Longitudinal Studies; *Low Income Groups; *Parent Attitudes; Parent Participation; Parent School Relationship; *Preschool Children; Preschool Education; Program Effectiveness; Public Housing
IDENTIFIERS- Committee for Boston Public Housing MA; *Parent Empowerment

This study examined the role of child care in empowering low-income parents. The study, which was part of a larger evaluation of the Committee for Boston Public Housing (CBPH), compared families with children in the Washington-Beech Community Preschool (WBCP), run by CBPH, with families at the Washington-Beech Housing Development whose children did not attend WBCP. WBCP was designed to provide an environment that fosters the social, motor and cognitive development of young children. The CBPH model posits that such programs, established in response to tenant needs and including parent involvement, will foster the empowerment of parents. Thirty-nine families, with children aged 2-5 years, were interviewed. Parents of children in WBCP were compared with those in two control groups: (1) parents whose children were always cared for by a parent; and (2) parents whose children were cared for by a provider other than WBCP or a parent. Items measured were the individual's sense of self-respect, belief in collective action, and ability to use social networks. Results showed that feelings of empowerment significantly increased over the course of the year for individual WBCP parents, while members of the transitional classes; and (4) the pre-first grade curriculum. In the study, students' affective and cognitive skills were assessed by means of questionnaires distributed to parents of pre-first grade transitional students and first grade students who had been in pre-first grade the previous year. Questionnaires were also distributed to teachers of first, second, and third graders who had previously been in pre-first grade. Parents overwhelmingly expressed satisfaction with their child's progress and self-confidence. Teachers of first and second graders rated the former pre-first grade students high in academic placement in their class; high in reading group placement; and high in self-confidence. An appendix contains the five questionnaires. A bibliography of 28 items is provided. (BC)

ED 338 346 PS 019 857

Webb, Nancy Carnahan; Lowther, Malcolm
Predictors of Child Caregiver Commitment.
PUB DATE- Nov 90
NOTE- 21p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Washington, DC, November 14-18, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Day Care Centers; Early Childhood Education; Educational Attainment; Employment Experience; Individual Characteristics; *Job Satisfaction; *Labor Turnover; Prediction; Wages
IDENTIFIERS- Caregiver Child Ratio; *Commitment; Job Characteristics

This study examined the relationship between child caregiver commitment and the caregiver's personal characteristics and work experience, the characteristics of the job, and the quality of the child care center. Questionnaires that included several measurement instruments were sent to 381 full-time child caregivers in 94 centers. Caregiver commitment was measured by means of the Organizational Commitment Questionnaire; job satisfaction was measured by the Job Descriptive Index; and job characteristics were measured by the Job Diagnostic Survey. Center quality was assessed by an analysis of four factors: staff-child ratio; amount of caregiver training; group size; and staff turnover. Results indicated that the most powerful predictor of caregiver commitment was the caregiver's job satisfaction. A relationship to commitment was also found for the caregiver's perception of job characteristics, the caregiver's age, and the caregiver's education. A relationship to commitment was not found for center quality, caregiver wages, and caregiver tenure. A 44-item bibliography is included. (BC)

ED 338 347 PS 019 862

Perroncel, Carol B.
Child Care and Early Education in Kentucky, Tennessee, Virginia, and West Virginia. Occasional Paper 31.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 57p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Competency Based Teacher Education; Early Childhood Education; Feedback; Foreign Countries; Higher Education; Mastery Learning; Performance; *Practicums; *Practicum Supervision; Student Teacher Evaluation; *Student Teachers; Supervisors; Teacher Role; *Teaching Skills
IDENTIFIERS- *Australia

This paper discusses the practicum component of teacher education, particularly as it is implemented at the School of Early Childhood Studies (SECS) of the University of Melbourne (Victoria), Australia. The purpose of the practicum is to socialize students into their profession and give them the opportunity to acquire relevant skills. The three key players in the practicum are the field supervisor, the tertiary supervisor, and the student. The field supervisor's roles include those of counselor, observer, and mentor. One function of the field supervisor is to provide feedback to the student teacher. The skill of providing feedback can be enhanced by in-service training. The role of the student is based on two premises about adult learning: (1) adults learn developmentally; and (2) adults need different periods of time to assume new skills. These premises constitute the basis for the competency-based approach to practicums used by SECS. At SECS, a student assessment procedure that involves the student, the field supervisor, and the tertiary supervisor has been developed. Field supervisors have positively evaluated the triadic assessment used. A seven-item bibliography is included. (BC)

ED 338 366 PS 019 919

Clyde, Margaret
To Talk or Not To Talk: That Is the Question.
PUB DATE- May 90
NOTE- 15p.; Paper presented at the Northern Territory Children's Services Conference (Katherine, Northern Territory, Australia, May 10-12, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Communication Skills; *English Instruction; Foreign Countries; *Language Acquisition; *Mothers; Parent Child Relationship; Play; *Preschool Children; Preschool Education; *Preschool Teachers; Sexism in Language; Student Projects
IDENTIFIERS- Australia; Conversation; Katz (Lilian G); New Zealand; United States

This paper elaborates on a series of quotations to illustrate major influences in children's language development. The first quotation, from Lilian G. Katz (1988), suggests that what children like is not necessarily developmentally appropriate for them. This idea can be applied to the development of language competence. In the second quotation, Toni G. Cross notes that a loss of language may occur in preschool settings in which the teacher tends towards a dominant conversational style. Discussion of this quotation addresses studies that suggest that mothers' conversational style is more positive than preschool teachers'. In the third quotation, Margaret Clyde (1990) proposes that learning environments need to be embedded in contexts that are meaningful to children. The fourth quotation, from Katz (1989), stresses the value of three been able to facilitate this empowerment process because it has been concerned with the strengths of families and individuals, and guided by the respectful intervention process as described by Father Pantin in this document. As parents become empowered in the process of operating their preschool, they pass successively through several steps; they become observers, learners, collaborators, teachers, leaders, and finally, change agents. Members of the staff evolve from change agents to observers. The research literature on risk factors is reviewed, and risk assessment models are discussed. These models include an additive model and a model of accretion of risks over time. The process of empowerment is illustrated by three case studies. (BC)

ED 338 386 PS 019 963

Borgia, Eileen
Impressions of Reggio Emilia.
PUB DATE- 15 Aug 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Education; Aesthetic Values; *Art Education; Communication Skills; *Cooperative Learning; *Educational Facilities Design; *Educational Philosophy; Experiential Learning; Foreign Countries; Parent Participation; Parent Teacher Cooperation; Preschool Children; *Preschool Education; Preschool Teachers; Student Projects; Teaching Methods
IDENTIFIERS- *Italy (Reggio Emilia)

The preschools operated by the municipality of Reggio Emilia in Emilia Romagna, Italy, have drawn the attention of early childhood educators worldwide. This paper describes five features of these preschools. First, the educational philosophy of the schools is influenced by the high value accorded to cooperation in nothern Italian culture; Bruner's concept of learning as a communal activity; and Issacs' concept of learning as active inquiry. Second, teachers are viewed as collaborators in a child's education, rather than as transmitters of knowledge, and there is frequent cooperation between teachers and parents concerning children's education. Third, the design of the preschools has incorporated aesthetically beautiful spaces, including spacious entryways, clean and decorated dining rooms, and well-supplied art areas. Fourth, great value is placed on arts and letters. Children's visual perception and aesthetic awareness are enchanced. Drawing is a daily occurrence. Teachers encourage children's communication through words and noverbal means. Fifth, the preschools use the project approach to learning. Projects incorporate art, science, numbers, and words, and involve disussions, field experience, cultural exposure, and relating to the community at large. A list of 20 references is included. (BC)

ED 338 387 PS 019 964

Peppard, Judy
Promising Practices and Programs for the Middle-Level Grades. Bulletin No. 91495.
PUB DATE- May 91
NOTE- 81p.
LANGUAGE- English

secure attachment behaviors toward their day care providers were examined. Two groups of 12- to 18-month-old infants, who were experiencing either 1:4 or 1:7 caregiver-to-infant ratios, and their day care providers, were observed while they interacted in their day care centers. Caregivers' effectiveness in caring for the infants, and infants' attachment behaviors toward the day care providers, were assessed. Results showed that infants cared for in groups with more favorable ratios had more effective caregivers, and were thus more likely to direct secure attachment behaviors toward day care providers. Group size had a similar effect on infant and caregiver outcome measures, with smaller groups being associated with more effective caregiving and more secure attachment behaviors. For infants in groups with less favorable ratios, continuity of care in the same day care center was more important for the expression of secure attachment behaviors toward day care providers than was continuity of care with the same caregiver. Girls' day care providers were more effective than boys' providers, and girls, in turn, were more likely than boys to direct secure attachment behaviors toward their day care providers. (Author/SH)

ED 338 407   PS 019 998

Jones, Elaine F.; Nelson-Le Gall, Sharon
Personal Effort Expenditure in Goal-Related Action: Children's Perceptions of Wanting and Trying in Interpersonal Situations.
PUB DATE- Apr 91
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Elementary Education; *Elementary School Students; *Goal Orientation; Grade 2; Grade 5; Kindergarten; *Social Cognition
IDENTIFIERS- *Effort; *Goal Directed Behavior

This study investigated children's perceptions of effort expenditure in goal-related action. A total of 20 kindergartners, 23 second graders, and 25 fifth graders listened to 6 stories that depicted actors using various amounts of effort in pursuit of either a positive or negative goal. Children rated how much the actor wanted to reach the goal, and how much the actor tried to reach the goal. Children were also asked to offer reasons for their ratings. Results indicated that as their age increased, children showed a greater differentiation in ratings of actors' effort expenditures, and their ratings were less affected by positive or negative goal information. Children showed greater differentiation of actors due to effort expenditure in negative goal conditions than in positive goal conditions. The data related to reasoning indicated that, by the second grade, children mentioned quantitative features of action. However, only fifth graders mentioned qualitative features of action. Both ratings and reasoning data suggest developmental differences in children's attention to quantitative and qualitative features of action in others' judgments of an actor's degree of wanting and trying. (BC)

ED 338 408   PS 019 999

Cohn, Deborah A.; And Others

Control

This study reviews the literature on the social and behavioral characteristics of only children in China. Of 16 studies that reported differences in the characteristics of only and non-only children, only 2 indicated that only children exhibited more socially desirable behaviors than did non-only children. The remaining studies reported that, compared with non-only children, only children were more spoiled, more selfish, less independent, and showed less emotional well-being. However, 13 studies found no differences between only and non-only children. These studies generally concluded that the number of misbehaving children is smaller than the number of well-behaved children regardless of sibling status; and the differences between only and non-only children are quantitative rather than qualitative, and less than the differences within the groups themselves. Further research must consider: (1) the effects of multiple factors, such as parents' formal certificate for having only one child, the one-child policy itself, and the availability of playmates; (2) children as active interactors with their environment; and (3) cultural differences between Chinese and Western children. Future research must correct the methodological shortcomings of existing studies. These shortcomings include an over-reliance on classroom observation and questionnaires, and poor test reliability. A list of 57 references is included. (BC)

ED 338 428 PS 020 035

Small Business and Family Leave. A Gallup/NFIB Survey of 950 Small Businesses.
PUB DATE- May 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Rearing; Diseases; *Employer Attitudes; *Family Caregivers; Fringe Benefits; *Leaves of Absence; National Surveys; Personnel Policy; *Public Opinion; Questionnaires; *Small Businesses
IDENTIFIERS- *Gallup Poll; *Parental Leave

A Gallup/National Federation of Independent Business telephone survey of 950 small businesses was undertaken to determine attitudes toward parental leave. The sample was subdivided into four groups: businesses with 2-14 employees, 15-49 employees, 50-99 employees, and 100 or more employees. Questions pertained to existing policies for time off for family illness or childbirth, including such related issues as differential policies, limited leave, leave with pay versus without pay, eligibility, purpose in establishing a leave policy, individual requests, proposed laws regarding family leave, numbers of requests made, how to make up for the employee's absence, problems caused by family leave, and rehires. Responses are presented in tabular form, but no analysis is provided. (LB)

ED 338 429 PS 020 036

Caruso, Grace-Ann L.; Corsini, David A.
The Prevalence of Behavior Problems in Toddlers in Child Care.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Oral History; Oral Language; Theater Arts; User Needs (Information); *User Satisfaction (Information); Use Studies
IDENTIFIERS- *Native Americans; North Carolina

This study describes personal interviews with 35 Native Americans of Eastern and Central North Carolina who are traditional artists and performers. The interviews were conducted to determine the information environment of these artists and performers. In addition to assessing library usage and library satisfaction, the study also examines information-seeking behaviors and learning processes within the situational context of the respondents' artistic activities. Results of the interviews indicate that the information world of traditional Native American artists and performers is overwhelmingly oral. These artists and performers learn their craft from family and friends, and seek new information from the same sources. Information relating to their identity as Native Americans is also received from family and friends. Library use and classroom instruction play a very small role. In almost all situations, the respondents prefer oral information to the printed word. Libraries are viewed by the respondents as not responsive to their information needs both as artists and performers and as Native Americans. Overall, the information world of North Carolina Native American artists and performers lies almost completely outside the world of libraries. The document contains 53 references and 4 appendices, including interview questions, a flyer for the Native American Association of Eastern Carolina University Powwow, a brochure for the Raleigh Powwow, and a powwow newsletter. (Author/KS)

ED 338 450 RC 018 313

Audit Report: Implementation of the Education Amendments of 1978, Bureau of Indian Affairs. Report No. 91-I-941.
PUB DATE- Jun 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; *Educational Administration; Educational Assessment; Educational Quality; Elementary Secondary Education; *Federal Indian Relationship; *Program Effectiveness; Program Evaluation
IDENTIFIERS- Bureau of Indian Affairs; *Bureau of Indian Affairs Schools; *Education Amendments 1978

An audit was carried out to determine whether the Bureau of Indian Affairs (BIA) had implemented applicable portions of the Education Amendments of 1978, enacted to provide quality education to Native Americans. The Office of Inspector General of the Department of the Interior found that management of Indian education programs showed many deficiencies, and that 10 of the 17 principal provisions of the act had not been implemented effectively. With regard to five provisions selected for detailed review, it was found that the BIA: (1) had not adequately established and implemented academic standards; (2) had not developed an adequate management information system; (3) had not allocated education funds equitably; (4) had not provided Indian children with facilities that were safe, healthy, or conducive to a quality education; and (5) had not consulted the tribes to establish educational goals and policies. These conditions occurred because senior-level BIA managers have not given the program sufficient priority, and because of frequent changes in program leadership. As a result of these conditions, students in BIA schools are not receiving quality educations. In addition, the education service centers; district and state monitoring of school district compliance with state and federal regulations; corrective actions; and auditable files. Appendices contain regulations and nonregulatory guidance, questionnaires and forms, charts of eligibility conditions and qualifying activities, alternate spellings of Hispanic names, and a glossary. (SV)

ED 338 468 RC 018 387

Rich Schools--Poor Schools: Challenges for Rural and Urban Pennsylvania. Technical Paper No. 8.
PUB DATE- Jul 91
NOTE- 25p.; Red ink used in tables and print will not be distinguishable in film or paper copies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; Dropout Rate; *Educational Change; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Poverty; *Property Taxes; Rural Education; *Rural Urban Differences; Tax Effort; Teacher Salaries
IDENTIFIERS- *Pennsylvania

This report examines the wealth of Pennsylvania school districts, the effort districts exert to support education, school expenditures, and the effects of district wealth on students. Important findings related to disparities in wealth and spending on education include: (1) the polarization of wealth distribution during the 1980s made over 90% of rural school districts and over 50% of urban school districts below the state average in wealth per student; (2) the wealthiest school districts raise nearly four times as much local revenue per student as the poorest school districts; (3) poorer school districts exert a greater tax effort to support education; (4) expenditures for instruction, teacher salaries, and specialized classrooms are greater in wealthy school districts; (5) poorer districts have higher dropout rates; and (6) a smaller percentage of high school seniors from poorer school districts plan to get a postsecondary education. Adequate funding should be provided to guarantee children a quality basic education, which will require changes in the way education is funded in Pennsylvania. Telecommunications can increase educational opportunities in rural schools. Efforts should be increased to encourage students to further their education after high school, particularly in scientific and technological fields. In addition, more educational partnerships should be formed to increase resources. This document contains tables, figures, and a map of school districts. (KS)

ED 338 469 RC 018 388

Ledebur, Gary W.; Lawer, Jo Ann R.
Teen Pregnancy: Pennsylvania's Challenge to Rural Schools.
PUB DATE- Mar 90
NOTE- 6p.; Paper presented at the Rural Education Symposium of the American Council on Rural Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Dropout Prevention; *Early Parenthood; High Schools; Parenthood Education;

and classroom learning. Through a series of mini-workshops and on-site visitations, the seven science teachers showed an increase in class time devoted to outdoor lab follow-up activities within the classrooms. Teacher scores on an Inservice Skills Inventory showed that teacher abilities to conduct follow-up activities improved. Scores obtained from the Teacher Involvement Survey showed that teachers' attitudes toward follow-up activities improved. (Appendices include 14 references, diagnostic information, test results, and materials generated by teachers as a results of participating in the Outdoor Science Lab Enhancement Program.) (Author)

ED 338 487 SE 052 219

Bachofer, Karen Volz; And Others
Evaluation of the K-6 Science Program. Evaluation Department Report Nos. 654 and 654A.
PUB DATE- 13 Nov 90
NOTE- 152p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Evaluation; Elementary Education; *Program Descriptions; Science Education; Science Instruction; *Student Attitudes; Surveys; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *San Diego Unified School District CA; *Science Achievement

The purpose for conducting this evaluation was to gather and report information on the degree to which the K-6 Science program for San Diego (California) City School children was meeting the needs for which it was designed. The goals of the evaluation include the following: (1) to describe the K-6 science program as it currently exists in elementary schools and middle schools with sixth grades; (2) to examine program goals, content, instruction, and effectiveness against criteria and standards established by the California State Science Framework Addendum (1984) and the new California State Science Framework (1990); (3) to examine the program from the perspectives of San Diego City Schools curriculum experts, principals, teachers, students, and parents; (4) to derive interpretations of the study's findings and draw conclusions regarding program strengths, needs, and priorities; and (5) to offer recommendations for program improvement as requested by the Education Services Division. The evaluation questions, study components, limitations of the evaluation, findings of the study, and conclusions and recommendations are included. The findings section answers the following questions: What comprises the district K-6 program? What instructional strategies are used by teachers in the district science program? How do teachers, administrators, students, and parents feel about the science program? How is science incorporated into the daily program? How do district elementary teachers utilize community resources? What is the degree of student learning in science? How do schools compare within the district? Appendix A includes the methodology, survey instrument, and responses of the classroom teacher survey. Appendix B includes the methodology, survey instruments, and responses of the student and parent surveys. Appendix C includes the methodology and instruments of the principal interviews, classroom observations, and teacher schedule review. Appendix D includes the fact sheets, methodology, and results from the Elementary Science Program Evaluation Test social and cultural factors on the nature, teaching, and learning of science. The second deals with public expectations and societal incentives and how they influence the teaching and learning of science. A third focus area looks at the effects of school organization, policy, and economic/political forces on science teaching and learning. The fourth considers how developing technologies will alter tomorrow's education and the psychological and social impact of technology. The fifth focus area deals with educational integration. A discussion of the underlying assumptions and predispositions affecting the NCSTL's research agenda is also included. (KR)

ED 338 506 SE 052 520

Environmental Education Materials for Teachers and Young People (Grades K-12).
PUB DATE- Jul 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Curriculum Development; Curriculum Enrichment; Elementary Secondary Education; *Environmental Education; *Instructional Materials; *Resource Materials; *Teacher Workshops
IDENTIFIERS- *Environmental Concepts; *Environmental Issues

This annotated inventory of educational materials about environmental issues contains diverse listings ranging from workbooks to curriculum plans, to posters and pamphlets, to newsletters, films, and computer software. Individual citations have been organized into two major sections according to the public and private sector organizations that have developed and produced environmental education materials for teachers and students. Information concerning contact with these organizations is included. A third section describes the opportunities presently available for educators to participate in workshops and projects that allow them to gain expertise with resource materials. Further, there is an index of both environmental concepts and types of educational materials for speedy access. (JJK)

ED 338 507 SE 052 622

Office of Environmental Education. 1991 Progress Report.
PUB DATE- Feb 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Environmental Education; *Federal Legislation; Higher Education; Internship Programs; Outreach Programs; Program Development; Program Implementation
IDENTIFIERS- Environmental Action; *Environmental Education Programs; Environmental Law; Environmental Literacy; *National Environmental Education Act 1990

As improvements in environmental protection become more dependent upon the activities of individual citizens, so grows the need for an environmentally literate citizenry. The stated goal of the Office of Environmental Education is to instill in students a sense of concern for, a mutual dependence upon, and an intimacy toward the natural environment. This document is split into three sections. The introduction, part I, contains the

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Objectives; Educational Philosophy; Elementary Education; *Elementary School Curriculum; Problem Solving; Skill Development; Social Problems; *Social Studies; Student Educational Objectives; Teaching Methods; World Affairs
IDENTIFIERS- *Social Studies Curriculum

The following topics and objectives are presented as essential for teachers, principals, and supervisors to study in working towards a modern elementary social studies curriculum: (1) objectives in the social studies; (2) trends in the social studies; (3) scope and sequence; (4) materials used in teaching; (5) readiness in learning; (6) number of units taught in a year; (7) emphasis to be placed on the structure; (8) balance in unit titles; (9) the use of specific objectives; (10) thorough evaluation of pupil achievement; (11) democratic living in the classroom; (12) the use of maps and globes in social studies units; (13) current affairs in social studies units; and (14) pupil interest in current affairs. In addition to a discussion of each of the above items, a number of educational philosophies are briefly surveyed. A 29-item list of references is included. (DB)

ED 338 528 SO 021 593

Peters, Richard O.
Living in Our Global Society--New Directions for Social Studies Education in the 21st Century.
PUB DATE- Jun 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Citizenship Education; Educational Objectives; Elementary Secondary Education; *Futures (of Society); *Global Approach; Instructional Materials; Learning Activities; Learning Strategies; Lesson Plans; *Social Studies; Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Twenty First Century

One of the main goals of social studies education should be to help students to understand that as U.S. citizens they are also citizens of a global community. This compilation of discussion and lesson plans is designed to foster debate among social studies educators and to help classroom teachers educate globally aware citizens. The included materials examine the following topics: why students need to develop a global perspective; living in a global society--new directions for education in the 21st century; helping students perceive their real life world(s); putting students in touch with their worlds; introducing young learners to their lifespace environment(s); developing real life world(s) comprehension among middle school students; role playing social scientists in classroom and field-based environments of a real or true-to-life nature; using documents and primary source materials to develop an awareness of cultural diversity among middle school students; global citizenship--new directions for education in the 21st century; and an economic alliance of the Americas for the 1990s and beyond) an instructional unit. (DB)

ED 338 529 SO 021 636

Tone Spacing.
PUB DATE- Jul 91
NOTE- 28p.; In: "Grammatical Phonetics: Studies in Honour of Jack Carnochan" (see FL 019 768).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- African Languages; Bilingualism; Foreign Countries; Hausa; *Intonation; *Language Patterns; Language Research; *Linguistic Borrowing; Linguistic Theory; *Phonetics; *Tone Languages; *Uncommonly Taught Languages

A study investigated the validity of three theories in predicting the structure of language tone systems containing level tones. The theories include the following: that (1) phonetic elements are arranged so they are maximally separated in a fixed phonetic space; (2) a system with a larger number of phonetic elements will use a larger phonetic space to contrast the elements; and (3) as the number of elements becomes larger, additional parameters are added to the phonetic space to distinguish the elements. An analysis of level tones was performed on tone loans in three Hausa languages (Gwari, Nupe, and Kpan) and Xu and on the speech of five male native speakers of at least one African language with two level tones and one language with three level tones. It is concluded that tones are not separated according to a maximal spacing principle, but that a larger number of contrasting elements will occupy a larger phonetic space than will a smaller number. However, different phonetic subsystems may differ in the way that this expansion is achieved. Another striking finding is that tone borrowing is often shaped by the surface phonology of the donor language. A 55-item bibliography is included. (MSE)

ED 338 069 FL 019 776

Maw, Joan
A Performance of a Swahili Poem Analysed.
PUB DATE- Jul 91
NOTE- 44p.; In: "Grammatical Phonetics: Studies in Honour of Jack Carnochan" (see FL 019 768).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Foreign Countries; *Intonation; *Language Patterns; Language Research; Linguistic Theory; *Oral Interpretation; *Poetry; *Suprasegmentals; *Swahili; Uncommonly Taught Languages
IDENTIFIERS- *Pitch (Language)

The recitation of a nineteenth century Swahili poem is analyzed for the devices in spoken Swahili used by the performer to keep the audience's attention. The poem has a very formal structure in both rhyme, rhythm, and words linking one stanza to the next, giving it great rigidity. The primary focus of the analysis is on three variables: intonation, pitch, and dynamics. Intonation is examined for distribution, type, placement, and tonality. Patterns in pitch placement and range and in loudness are also discussed. It is concluded that in this analysis, a previously unrecorded intonation pattern emerged. In addition, future analyses should look for high unstressed presalient syllables, a falling salient in one particular tone-group, and use of another tone-group in statements. The performer's use of these and other devices for interpretation of the poem is seen as contributing significantly to the expression of meaning in the work. Swahili and English texts of the poem, and tabulations of the phonetic analyses, are appended. (MSE)

DESCRIPTORS- *Curriculum; Elementary Education; FLES; *German; *Immersion Programs; Kindergarten; *Language Skills; Listening Skills; Literature Appreciation; *Second Language Learning; Study Skills; Vocabulary Development; Writing Skills
IDENTIFIERS- Milwaukee Public Schools WI

Curriculum objectives are detailed for the Milwaukee German Language Arts Program in the German Immersion Program. The report is based on the English Language Arts Program in the Milwaukee Public Schools. The philosophy of the program is to use the second language as both the tool and object of instruction. The curriculum indicates what is expected of students at the kindergarten through grade 6 levels if they are to be considered educated communicators. Curriculum areas include: language/ building sentences; word power; maintaining usage and manuscript skills; composing; other writing experiences; comprehending literature; oral language and listening skills; and utilizing study skills. (LB)

ED 338 092 FL 019 835

The French Immersion Language Arts Program K-6. Language/Building Sentences.
PUB DATE- 87
NOTE- 105p.; For the German Language Arts program, see FL 019 828.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum; Elementary Education; FLES; *French; *Immersion Programs; *Language Skills; Listening Skills; Literature Appreciation; Objectives; *Second Language Learning; Study Skills; Vocabulary Development; Writing Skills
IDENTIFIERS- Milwaukee Public Schools WI

Curriculum objectives are detailed for the Milwaukee French Language Arts Program in the French Immersion Program. The report is based on the English Language Arts Program in the Milwaukee Public Schools. The philosophy of the program is to use the second language as both the tool and object of instruction. The curriculum indicates what is expected of students at the kindergarten through grade 6 levels if they are to be considered educated communicators. Curriculum areas include: language/ building sentences; word power; maintaining usage and manuscript skills; composing; other writing experiences; comprehending literature; oral language and listening skills; and utilizing study skills. (LB)

ED 338 093 FL 019 836

Vie sociale I: Introduction aux droits et aux responsabilites des citoyens americains (Social Studies I: Introduction to the Rights and Responsibilities of American Citizens).
PUB DATE- 87
NOTE- 174p.; Reprints, photographs, and drawings will photocopy poorly.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Citizenship Responsibility; *Civics; Course Organization; *Cultural Context; *Cultural Pluralism; Cultural Traits; Educational Objectives; Elementary Secondary Education; Environmental Education; *French; Geography; Maps; *Social Studies

The textbook for a social studies course on citizenship rights people who have recently learned to read and write express messages in the books, to share with others around the world. The Canadian Book Voyage was launched in Ottawa on January 25, 1990. "Book Voyage Update" is the focus of the April issue, followed by "National Training Event for Literacy Students Stresses Lobbying, Activism" in the July issue. The final issue (November) highlights "Canada Post Corporation and Literacy." Articles are included on regional and international conferences, proposed Canadian taxes, theater, local activities, training, a community newspaper, illiteracy and poverty facts, a poster contest, resources, a literacy survey, older adults, literacy project funding, dropouts, and illiteracy as a health issue. Each issue is written in both English and French. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 338 114   FL 800 414

Notes on Literacy. Numbers 57-60, 1989.
PUB DATE- 89
NOTE- 251p.; Numbers 59 and 60 include papers presented at the Africa Area Literacy Consultants Training Seminar (Yaounde, Cameroon, January 11-12, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cambodian; Cognitive Style; Community Involvement; *Developing Nations; Foreign Countries; *Linguistics; *Literacy; Literacy Education; Material Development; Newspapers; Orthographic Symbols; *Reading Instruction; *Reading Skills; Textbooks; Uncommonly Taught Languages; Writing Skills
IDENTIFIERS- *Africa; Chad; International Literacy Year 1990; Kenya; Mali; Reading Groups; Sudan

This document consists of all four 1989 issues of "Notes on Literacy", an occasional paper series published by the Summer Institute of Linguistics, Inc. as a means of "sharing information of a practical and theoretical nature with the literacy workers of each branch." Articles and authors in Number 57 are: "Orthography Decisions"; "Orthography Matters"; "Linguistic Context and Literacy Materials Development"; "Using Insights from the Naive Literate as a Tool in the Linguist's Bag"; "Changing the Northern Khmer Orthography"; and notes on International Literacy Year (ILY) and a regional seminar on training literacy consultants. Number 58 contains: "Reading Clubs, Reading Circles (Study Circles) and Libraries"; "Reading Clubs"; "The Rural Library System in Cajamarca"; "A Book Is to Read and to Share"; "Birth of the Niaboua Newspaper"; "Group Dynamic Method of Learning to Read"; "Teaching Reading Fluency"; "Passive Literacy"; "Wall-chart Primers"; "More About Wall-chart Primers"; and four book reviews. Papers prepared by group participants during the 1988 Africa Area Literacy Consultants Training Seminar are given in Number 59 and include reports on reading material development and distribution, supervision, the Baka Literacy Project in Southern Sudan, funding, attrition in literacy programs, community involvement, and the Asian Cultural Centre for UNESCO material. Additional seminar papers are presented in Number 60: "Toward Local Management of Literacy Programs"; "Community Involvement in Alphabet and Material Development"; "Practical Contribution to the Discussion of Learning Styles"; "Adapting the Gudschinsky Method to Sudanese Languages"; "Transition Primers"; "Kuo Committees of Cameroon and Chad"; "Mali"; "Overview of Literacy institutions' successful fund-raising programs (from public two-year colleges to private research universities) to provide innovative ideas and practical guidance for creating a successful program or enhancing an existing one in any institution. The book examines how these distinctive approaches to fund raising work and what factors contribute to their success, including some unconventional views on the use of volunteers, the structure and organization of staff, and the role of planning and goal setting. Chapter 1 presents an overview of recent trends in philanthropy and describes the research on fund-raising effectiveness. Chapters 2 through 11 are case studies, consisting of descriptions and analyses of the fund-raising programs at 10 different institutions. Chapter 12 contains both an overall analysis and a summary of insights from the case study chapters. The final chapter, Chapter 13, provides guidelines for assessing and improving fund-raising programs. Contains 72 references and an index. (GLR)

ED 338 134 HE 024 975

House, David B.
Continuing Liberal Education. Continuing Higher Education Series.
PUB DATE- 91
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Students; Case Studies; Colleges; Comparative Analysis; *Continuing Education; *Educational Administration; Educational Finance; Higher Education; *Liberal Arts; Marketing; *Nontraditional Education; Postsecondary Education; *Program Development; Program Implementation; Public Relations; Universities

This book investigates the key areas of nontraditional education program planning and development by examining the ways that liberal arts programs at various institutions have been academically and administratively established, developed, and maintained. Areas examined are the following: (1) the history of continuing liberal education and the changing role of the liberal arts at colleges and universities; (2) the differences in motivation, objectives, and expectations between the adult liberal learner and traditional students; (3) the establishment of attainable goals and design of new, creative, and appropriate liberal arts programs; (4) the importance of structure and format in liberal education programs and the interrelationships among their key elements; (5) effective ways of engaging liberal arts faculty in the planning, design, and implementation of programs; (6) appropriate marketing and public relations strategies for continuing liberal education programs; and (7) financial and administrative expectations in continuing liberal education programs. The book explores the idea of using program models and the suitability of specific program types to different institutional types. Finally, the academic, public relations, and financial expectations of liberal arts programs in continuing education contexts are discussed. Contains a 127-item bibliography and an index. (GLR)

ED 338 135 HE 024 976

The Importance of Consensus in Determining Educational Standards in Health and Human Services Fields.

Joint Report of the Senate Committee on Commerce, Science, and Transportation and Senate Committee on Labor and Human Resources, S. 1563, 102D Congress, 1st Session.
PUB DATE- Sep 91
NOTE- 12p.; Calendar No. 231.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Cost Estimates; Estuaries; Federal Aid; *Federal Legislation; Higher Education; Information Utilization; *Marine Biology; *Marine Education; Oceanography; *Scientific Research
IDENTIFIERS- *Sea Grant Program

A joint report by members of two Congressional Committees examined the proposed bill to carry out the National Sea Grant College Program Act and recommended that the bill be passed. The Sea Grant College Program Act authorizes appropriations for the National Sea Grant Program, which provides grants to support university-based marine research, education, and advisory services, and repeals the Strategic Marine Research Program. The committees supported a 5-year reauthorization at levels that would permit the continuation of the existing network without reduction. The committees reviewed the legislative history of this reauthorization and authorized levels of funding for 5 years with cost estimates from the Congressional Budget Office. An examination of the regulatory impact of the bill found that as the bill reauthorizes an existing program, no additional regulatory, economic, paperwork, or personal privacy burdens would be imposed on individuals or businesses. However, because the Strategic Marine Research Program component of the National Sea Grant Program duplicated another program, it was repealed. The report analyzes the bill section by section and indicates changes and omissions from the original bill. (JB)

ED 338 155 HE 024 996

Jenkins, Sarah
Lender Profitability in the Student Loan Program.
PUB DATE- Apr 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Comparative Analysis; Data Analysis; *Economic Research; Higher Education; Income; Interest (Finance); Program Costs; *Student Loan Programs
IDENTIFIERS- Credit Cards; *Loan Programs; Profit Making Programs; *Profit Maximization

This report provides results of a study that measured lender profitability in the Guaranteed Student Loan (GSL) program and compares these results with the profitability of other types of lending. Data analysis reveals credit card lending to be the highest average level of profitability over the 5-year period considered. Other lending types, in order of profitability, are commercial and industrial loans, student loans, automobile loans, mortgage-backed securities, adjustable-rate mortgages, fixed-rate mortgages, and U.S. Treasury securities. The relative high level of student loan profitability is due to their guaranteed yield, as well as their low level of credit and liquidity risk. The profitability of student lending is also found to have less variability when compared to other types of bank lending. The study is divided into five sections: the first briefly presents the theoretical basis for the measurement of risk-adjusted returns used in the study; section debt. Major conclusions are that, in comparison to other independent colleges and universities, Catholic institutions have a higher proportion of comprehensive universities, enroll higher percentages of part-time and women students, enroll lower percentages of Black, Asian and Pacific Islanders, and enroll more Hispanic students (though almost half of these are in three Puerto Rican institutions). Included is a statistical appendix with 24 tables and a list of institutions included in the report. (JB)

ED 338 174 HE 025 016

Jones, Rudolph F.; Thompson, Sherwood
Role Perception of Minority Admission Professionals: History of Minority Admission Administrators on Predominantly White Campuses.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Selection; Admissions Counseling; *Admissions Officers; Affirmative Action; Blacks; Decision Making; Higher Education; *Minority Groups; *Racial Bias

In order to evaluate the role of race in the experience of African-American and other non-white admissions professionals at institutions of higher education, a survey was conducted. The study subjects were 130 minority admissions professionals who participated in a staff development program for non-white admissions professionals. The study sought to explore the following broad questions: (1) how do minority admissions workers view their role and status; (2) what are the advantages and disadvantages of being a black admissions professional on a predominantly white campus; (3) what role does affirmative action play in hiring of admissions professionals; (4) how do these admissions workers view their role as mentors for minority students; (5) and what is the minority admissions worker's role in institutional decision making. Results suggest that minority admissions professionals want to participate more actively and significantly in the policy-decision making of admissions offices and that these admissions workers are satisfied working with minority students and do not feel their employment is tokenism. However, they do perceive a different set of criteria used to hire minority admissions counselors than that used to hire white ones. In addition, most feel that their programs are not sufficiently funded. The report includes 12 references and a copy of the survey instrument. (JB)

ED 338 175 HE 025 017

Gill, Wanda E.
Racial Harmony.
PUB DATE- 9 Oct 90
NOTE- 13p.; Speech given at Camden County College on October 9, 1990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Blacks; Campuses; Colleges; *College Students; *Cultural Differences; Higher Education; *Minority Groups; *Racial Bias; *Racial Relations
IDENTIFIERS- *Camden County College NJ; *Diversity (Student)

Appendix D may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Faculty; Comparative Analysis; *Compensation (Remuneration); Data Analysis; Evaluation Methods; Fringe Benefits; Higher Education; Public Schools; *Salary Wage Differentials; State Legislation; State Universities; *Teacher Salaries; *Wages
IDENTIFIERS- California State Postsecondary Education Comm; California State University; University of California

This report contains detailed data on average salaries in the comparison institutions of the University of California and the California State University. It analyzes raw data submitted by comparison institutions for the University and State University and then provides a detailed written analysis of faculty salary parity computations. It is noted that for the 1991-92 academic year, the estimated faculty salary parity amount for the University is a 3.5% increase and for the State University is a 4.1% increase. The report includes analysis of salary increases granted for the past 13 years in California compared to increases in the national and California Consumer Price Indexes. It also presents a discussion of faculty compensation beyond the standard scale for the past 2 years at the University of California and the implications of these high salaries for the University's ability to attract the finest scholars in the nation. It is further noted that comparative analysis shows the University of California has been able to maintain a competitive position over the past 5 years, while the State University has improved its position in each of its faculty ladder ranks. Appendices include Senate Resolution No. 51, 1965, and the methods for calculating salary and fringe benefit comparisons. Contains six references. (GLR)

ED 338 195 HE 025 037

Supplemental Report on Academic Salaries, 1990-91. A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965) and Supplemental Language to the 1979, 1981, and 1990 Budget Acts.
PUB DATE- Sep 91
NOTE- 71p.; For related document, see HE 025 036.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Administrators; College Administration; *College Faculty; Community Colleges; Comparative Analysis; *Compensation (Remuneration); Full Time Faculty; Higher Education; Part Time Faculty; *Salaries; School Policy; *State Colleges; *State Universities; Two Year Colleges
IDENTIFIERS- California State Postsecondary Education Comm; California State University; University of California

This report examines faculty salaries at the California Community Colleges, and executive compensation at the University of California, the California State University, and the California Community Colleges. Following an executive summary, Part 1 of the report presents an overview of faculty salaries in the California community colleges. It also discusses several policy implications of the community college data and the Commission's role in examining the use of part-time faculty by the college. Part 2 contains a special analysis of compensation for selected executives of the California State University and the University of California in light of compensation of similar executive positions at other comparable systems and subject headings. Three indexes provide access to the main entries: article titles listed alphabetically by author, an author index, and a subject index. A list of references cites an additional 167 sources, and a list of 97 journals published in Australia and the United States is provided. (DB)

ED 338 213 IR 015 235

Microcomputers in Florida Public Schools. Fall 1990. MIS Statistical Brief, Series 91-07B.
PUB DATE- Jan 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Administration; Elementary Secondary Education; Graphs; Longitudinal Studies; *Microcomputers; Public Schools; School Districts; *Use Studies
IDENTIFIERS- *Florida

This summary of the use of microcomputers in Florida public schools during the 1990-91 school year indicates that the schools have reported a total of 131,367 microcomputers being used for student instruction, and 21,806 being used for administrative purposes. Four tables present data on the number of microcomputers in individual school districts for the years 1986-87 through 1990-91 together with the change since the previous year; the number of instructional computers by type for each school district over the 5 year period; the number of administrative microcomputers in each school district over the same period and the net change since the previous year; and the number of administrative microcomputers in school district by type for the same period. Types of computers used include Atari, Apple, IBM, Commodore, Tandy, and other. Six figures and a map showing the Florida reporting regions are also included. (DB)

ED 338 214 IR 015 238

Davis, Russell R.
Learning How To Learn: Technology, the Seven Multiple Intelligences and Learning.
PUB DATE- May 91
NOTE- 21p.; Paper presented at the Spring CUE Conference (Palm Springs, CA, May 11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Cognitive Style; Computer Assisted Instruction; Courseware; Elementary Secondary Education; Individual Characteristics; Individualized Instruction; Instructional Effectiveness; *Intelligence; *Learning Theories; Microcomputers; *Programed Instruction; Self Esteem; *Teaching Methods; Thinking Skills

This paper: (1) demonstrates how computers can be a powerful and vital tool when combined with Howard Gardner's theory of Multiple Intelligences to enable educators to reach students with a variety of learning styles; and (2) provides a model of using one form of technology, computers, in connection with the intelligences to help students learn to the best of their designed to help high risk sixth grade students become better problem solvers through the teaching of the decision-making process. The systems approach outlined in the Instructional Systems Design (ISD) Model was used to formulate multimedia activities and to develop instructional materials for teaching the steps involved in decision-making. It is noted that these steps include identification of the problem, identification of solutions to the problem, recognizing advantages and disadvantages for each solution, and choosing a course of action. It is argued that teaching high risk students how to make decisions, solve problems, and develop critical thinking skills, will not only help them in future decision making capacities that could involve drugs, sex, and crime, but it also has a positive effect on their self-confidence and self-esteem levels. The instructional materials and the strategies used in teaching decision-making skills to the 30 high risk sixth graders included printed materials, discussions, lectures, role-play activities, and video production; they were found to be highly effective. Questionnaires were used to gauge student attitudes toward the instruction, while pretests and posttests measured achievement. A detailed description of the development process is provided together with recommendations for use by other educators. Appendices contain the surveys used in the study, grouped and sequenced objectives, project planning lists, a task analysis of the instructional goal, evaluation materials, and copies of work sheets. (22 references) (DB)

ED 338 232 IR 015 270

St. Laurent, Gilles
The Care and Handling of Recorded Sound Materials. Report.
SPONS. AGENCY- Commission on Preservation and Access, Washington, DC.
PUB DATE- Sep 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiodisks; Audiotape Cassettes; *Audiotape Recordings; Electronic Equipment; *Information Storage; *Magnetic Tape Cassettes; *Preservation

This report begins by defining sound recordings as machine readable artifacts, i.e., documents for which the integrity of the information they contain is directly related to the artifacts' physical condition. It then explains the equipment and media used in the recording, retention, and playback of sound, including the microphone, the speaker, discs, tapes, and compact discs. The steps necessary to preserve sound recordings against chemical degeneration are described for acetate, shellac, and vinyl discs, and for magnetic tape. Three major concerns to consider when handling and storing sound recordings are presented: (1) that they be kept free of foreign matter deposits; (2) that they be kept free of any pressure that might cause deformations; (3) and that they be stored in a stable, controlled environment. General guidelines for meeting these conditions are given as well as specific, detailed guidelines for cleaning and storing discs, magnetic tapes, and compact disks, including specifications for a proper storage environment. (23 references) (DB)

IDENTIFIERS- *Disaster Planning; State University of New York Coll at Buffalo

The plan presented in this revised manual is designed to minimize the potential for disaster in the E. H. Butler Library at the State University of New York College at Buffalo, and to minimize damage to materials in the event of a disaster. It contains emergency instructions, evacuation procedures, a disaster contact list, and information on salvage priorities, prevention, protection, response, recovery, rehabilitation, disaster team responsibilities, insurance, disaster supplies and equipment, and off-campus suppliers. It also includes procedures for handling damaged materials that have been tried and accepted by many conservators and institutions concerned with the safety and care of library materials. Appendixes include the floor plan for the first floor; the procedures for handling damaged books and records (i.e., air drying, dehumidification, freezer drying, vacuum thermal-drying, and vacuum freeze-drying); and a form for recording disaster recovery activities for the library collections. (MAB)

ED 338 253 IR 053 780

Langschied, Linda; And Others
Machine-Readable Data Files at Rutgers: A Preliminary Report of the Task Force on Numeric Data in Machine-Readable Form.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Cataloging; College Libraries; Computers; *Databases; Higher Education; *Library Collection Development; Library Education; Library Networks; Library Planning; *Library Services; *Numeric Databases; *Policy Formation
IDENTIFIERS- *Rutgers the State University New Brunswick NJ

The Task Force on Numeric Data in Machine-Readable Form at Rutgers University Libraries was formed in February 1991. The group was made up of librarians representing all of the Rutgers campuses and areas of library services such as public services, collection development, and technical services. The charge to the task force was to: (1) recommend collection development policies related to numeric data in machine-readable form; (2) recommend appropriate levels of service; (3) determine the training and skills needed to provide service; (4) recommend policies on access and hardware; (5) recommend policies on cataloging; and (6) recommend a plan for implementing these recommendations. The task force's recommendations in these areas are included in this paper, as are certain key recommendations which are highlighted at the outset of the report. These key recommendations include creating a Machine-Readable Data Files (MRDF) Committee, forming a university-wide network to be known as RUNet, providing immediate action to address Government Printing Office (GPO) data in the libraries, and investigating the possibility of centralizing data services. Appended to the paper are the collection development policy statement for MRDF, a collection profile of MRDF, and descriptions and names of scientific data sources. (MAB)

ED 338 254 IR 053 784

Dosa, Marta
Information Transfer as Development Assistance. Occasional Paper Series. Paper Number 8.

(PAA)

ED 338 272 JC 910 472

Welcome to the Board: A Handbook for New Trustees.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Organization; Administrator Responsibility; Board Administrator Relationship; College Administration; *Community Colleges; *Governance; *Governing Boards; *Leadership Responsibility; *Trustees; Two Year Colleges
IDENTIFIERS- *Illinois

Designed for new trustees at community colleges in the Illinois Community College System (ICCS), this handbook provides background information and an orientation to the responsibilities of members of community college boards of trustees. The booklet briefly covers the following topics: (1) historical and legislative background to the establishment of community colleges and the ICCS; (2) the characteristics of ICCS students; (3) the organization of higher education in Illinois and the administrative levels within which the ICCS functions; (4) the specific legal duties and responsibilities of community college trustees in Illinois (i.e., defining the role and mission of the college, evaluating institutional performance, approving college plans, establishing tuition and tax rates, hiring and evaluating the college president, establishing institutional budgets and approving contracts and expenditures, and representing the community to the college and the college to the community); (5) the role of board officers, the chairperson, and the president; (6) board policymaking and administrative procedures; (7) the role of the board attorney and auditor; (8) the board's relationship to students and faculty; (9) reviewing the college's budget report; (10) the Illinois Community College funding formula used to determine the allocation of fiscal resources to the colleges; (11) the Illinois Open Meetings Act and its relevance to the conduct of board meetings; (12) statements of economic interest (relating to trustee financial holdings) and conflict of interest; (13) collective bargaining laws; (14) relations with state legislators; (15) maintaining up-to-date information; and (16) non-profit associations of interest to community college trustees. A list of 27 commonly used acronyms is included. (PAA)

ED 338 273 JC 910 477

Ellison, Nolen M.; Smith, Janet D.
The Leadership Imperative for Mapping a Community College Strategy for Improving the Success of Minority Students.
PUB DATE- 9 Jul 91
NOTE- 14p.; Paper presented at the League for Innovation in the Community College "Leadership 2000" Conference (Chicago, IL, July 8-9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Access to Education; Articulation (Education); *College Planning; *Community

one course each semester; (4) high school staff advocated increased funding to cover the new counseling workload; and (5) the RS program increased contact and communication between high school and college staff. Detailed data tables and the survey instruments are included. (PAA)

ED 338 289 JC 910 507

Wambold, Suzanne
Curriculum Needs Assessment in the Field of Cardiovascular Technology.
PUB DATE- Dec 91
NOTE- 76p.; M.Ed. Project, University of Toledo.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; Community Colleges; Education Work Relationship; *Employer Attitudes; Employment Patterns; Graduate Surveys; Literature Reviews; Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; *Student Attitudes; Two Year Colleges
IDENTIFIERS- *Cardiovascular Technology

In 1991, a study was conducted of the Cardiovascular Technology program (CTP) at the University of Toledo, Community and Technical College (ComTech). The purpose of the study was to identify deficiencies in the cardiovascular course content that may have contributed to the failure rate among ComTech graduates who took the 1986 Cardiovascular Credentialing International (CCI) registry examination, and to provide a rationale to the college administration supporting the need for curriculum revisions. Three groups of subjects were included in the study: 7 students currently enrolled in the CTP; 10 cardiovascular department managers who may have hired a program graduate; and 68 alumni from 1986 to 1990. Major study findings included the following: (1) one of the major strengths of the CTP indicated by the 1990 alumni and student respondents was program advising; (2) over 80% of all responding alumni reported that they were employed primarily in direct patient care in a hospital setting and were at least moderately satisfied with their current jobs; (3) the majority of the 1986-89 respondents indicated that they were dissatisfied with the teaching effectiveness and expertise of the faculty in the CTP as well as in the general studies area; (4) alumni indicated that antiquated on-site laboratory equipment affected their ability to master the diagnostic testing skills as it differed from the state-of-the-art equipment utilized in the clinical setting; and (5) responding employers ranked the competency of the alumni more highly in social skills than in clinical testing skills. Appendixes provide the survey instruments and associated letters and comments. (JMC)

ED 338 290 JC 910 508

Santa Rita, Emilio; Bacote, Joseph
The College Discovery Summer Program: Its Effects on Persistence and Academic Performance.
PUB DATE- 1 Nov 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)

Community College District Board of Trustees and the Chabot College Teachers Association/California Teachers Association/National Education Association, is presented. This contract, covering the period from July 1987 through June 1990, deals with the following topics: bargaining agent recognition; negotiating procedures; association and district rights; no strike clause; grievance procedures; academic calendar; working conditions; workload; leaves of absence; intercampus transfers; personnel records; evaluation procedures; temporary and part-time faculty; academic year and summer sessions; assignments and working conditions; pre-retirement reduction of annual workload; employee benefits; salaries; miscellaneous conditions; savings provision; and contract duration. A salary schedule for certified employees is attached. (PAA)

ED 338 307 JC 910 529

Agreement: Citrus College Faculty Association and Citrus Community College District.
PUB DATE- 1 Jul 88
NOTE- 50p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Workload; Fringe Benefits; Grievance Procedures; Negotiation Agreements; *Personnel Policy; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- California Teachers Association; Citrus College CA; National Education Association; *NEA Contracts

The collective bargaining agreement between the Citrus Community College District Board of Trustees and the Citrus College Faculty/California Teachers Association/National Education Association is presented. This contract, covering the period from July 1988 through June 1990, deals with the following topics: bargaining agent recognition and rights; board of trustees' rights and policies; unit members' work year; non-discrimination; academic freedom; salaries; reduced teaching load with full retirement credit; unit member benefits; dispute procedures; grievance procedures; safety; personnel files; extra duty assignments; negotiation procedures; support of agreement; and duration of contract. Salary schedules for certified faculty, extended working days, summer school, and adjunct duty are attached. (PAA)

ED 338 308 JC 910 531

Agreement between the Fremont-Newark Community College District and the United Faculty of Ohlone. Expires 6-30-90.
PUB DATE- 89
NOTE- 26p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Negotiation Agreements; *Personnel Policy; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- Fremont Newark Community College District CA; *Independent Bargaining Agents; *Ohlone College CA

other groups showed essentially no change. (SH)

ED 338 327 PS 019 729

Perner, Josef; And Others
Objective Desirability: Bad Outcomes, Conflicting Desires and Children's Concept of Competition.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; *Comprehension; Concept Formation; *Conflict; Developmental Stages; *Emotional Development; *Social Cognition; *Young Children
IDENTIFIERS- *Desire

Two studies looked into the ability of 3- to 5-year-olds to understand the idea that a person who intends to bring about a bad outcome will be pleased when he does so. Previous studies had conflicting outcomes; one found children under age 7 did not understand the idea, while another found that most 5-year-olds did. The first of the two studies reported on in this document found that 3- and 4-year-olds had difficulty perceiving the agent as happy with the negative act, but understood the concept better by age 5. The control version of the second study presented children with scenarios in which two characters pursued their goals independently, and one's result was "good" and the other's "bad." In the other version, the characters had conflicting desires about a joint activity. Children tended to consider both of the characters with conflicting desires as being pleased. These results undermine a hypothesis that young children treat desirability as objective. But the hypothesis remains attractive. It implies, for example, that young children's lack of competitive spirit in games could be explained by their difficulty in understanding conflicting desires. It could also explain why young children always want what another child wants: another child wanting something makes it objectively desirable. (SAK)

ED 338 328 PS 019 762

Azmitia, Margarita; And Others
"I Can Do It Too": The Learners' Renegotiation of the Zone of Proximal Development.
PUB DATE- Apr 91
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Kindergarten Children; Peer Relationship; *Peer Teaching; Primary Education; *Problem Solving; Role Perception; *Role Theory
IDENTIFIERS- *Expert Novice Problem Solving; Interpersonal Negotiation Strategies; *Role Renegotiation; Zone of Proximal Development

This study investigated discrepancies in partners' skills that arose during children's collaborative problem solving. Some researchers have concluded that expert peers' poor teaching

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Advocacy; Childhood Needs; Child Welfare; *Day Care; Disabilities; *Early Childhood Education; Federal State Relationship; Policy Formation; *School Age Day Care; Social Services; State Federal Aid; State Legislation; *State Programs; State Standards; State Surveys; *Statewide Planning
IDENTIFIERS- Even Start; Kentucky; Project Head Start; Tennessee; Virginia; West Virginia

This report was compiled by the Appalachian Educational Laboratory (AEL) to provide information on child care services in the AEL Region. An initial overview addresses the topics of: (1) what child care is; (2) child care and early education; (3) state involvement in child care and early education; (4) the purpose of this report; (5) sources of data; (6) children receiving care in AEL's region; (7) state and federal funding for child care and early education; (8) differences in programmatic responses from state to state; and (9) questions and unresolved policy issues. The second section focuses on state reports for Kentucky, Tennessee, Virginia, and West Virginia. Each report contains an overview, and discusses the framework for child care and early education, the organization of services, state regulation, and the children who are served by state regulated or funded, and federally funded, programs. The report concludes with references and a bibliography, and 10 appendices that list publications, and state legislation and reports, for each state. (SH)

ED 338 348   PS 019 867

Alleman, Janet; Brophy, Jere
Reconceptualizing Homework as Out-of-School Learning Opportunities. Occasional Paper 135.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Assignments; *Attitude Change; Curriculum Enrichment; Elementary Secondary Education; Enrichment Activities; *Homework; *Instructional Innovation; *Learning Activities; Social Studies; *Student Attitudes; Student Development; *Teacher Attitudes; Teacher Developed Materials

This occasional paper views homework as an opportunity to exploit the potential of outside resources and environments to complement in-school learning opportunities. Out-of-school learning opportunities are considered in the context of principles for planning and implementing learning activities. These principles involve: (1) goal relevance, meaning that the activity is built around powerful ideas that are basic to accomplishment of important curricular goals; (2) appropriate level of difficulty, meaning that the activity is difficult enough to provide some challenge and extend learning, but not so difficult as to leave many students confused or frustrated; (3) feasibility, meaning the activity is feasible for accomplishment within prevailing constraints; and (4) cost effectiveness, meaning benefits justify the activity's cost in time and trouble. The authors identify 11 potential purposes or functions of out-of-school learning opportunities, drawing examples from social studies. Among other advantages, assignments can provide opportunities for students to apply what they are learning in school to their lives outside of functions of language: communication, expression, and reasoning. In the fifth quotation, also from Katz (1989), it is noted that spontaneous play and project work are closely intertwined and occur side by side. The project approach is discussed. It is maintained that appropriate intervention by teachers and caregivers involves encouragement; direction, when necessary; and modeling. The final quotation, from Amy Sheldon (1990), maintains that "our language reflects sexist, male-centred attitudes that perpetuate the...marginalization...of female experience." A bibliography of 14 items is provided. (BC)

ED 338 367 PS 019 920

Clyde, Margaret
The Link between Professional Caregiving and Childrens Rights in the Family Day Care Program.
PUB DATE- 16 Mar 90
NOTE- 29p.; Paper presented at the Annual Conference of the Victorian Family Day Care Association (Myrtleford, Australia, March 16, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Childhood Needs; *Childrens Rights; Early Childhood Education; *Family Day Care; Foreign Countries; *Professional Recognition; Trend Analysis; Young Children
IDENTIFIERS- *Caregiver Attitudes

The growth of family day care is assessed from a personal viewpoint. Observations on trends since the United Nations Declaration of the Rights of the Child and the International Year of the Child are offered. A review of historical, moral, and legal perspectives on children's rights covers views on childhood during the middle ages and into the nineteenth century. The needs of young children in a family day care setting are identified: these include needs for treatment as an individual, enhancement of overall development, and the ability to develop in a flexible and comprehensive manner. Examples from the literature regarding the provider's role, indoor space arrangement, availability of structured activities, adult/child ratio, caregiver characteristics, and characteristics of the profession are cited. Preliminary findings from a 1989 Family Day Care Survey indicate that a high degree of responsiility and professionalism exists among caregivers. Contains 10 references. (LB)

ED 338 368 PS 019 923

Bishop, Celia
Home Schooling Parent Support Groups in Kansas: A Naturalistic Inquiry into Their Concerns and Functions.
PUB DATE- 91
NOTE- 205p.; Ph.D. Dissertation, Kansas State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Court Litigation; *Educational Trends; Elementary Secondary Education; *Home Schooling; Interviews; Naturalistic Observation; *Nontraditional Education; Outcomes of Education; *Parent Attitudes; Parent Role; *Parents as Teachers; Parent Student Relationship; *Social Support Groups
IDENTIFIERS- *Kansas

This study investigated autonomous local home schooling parent

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; At Risk Persons; Community Services; *Curriculum Development; *Demonstration Programs; *Educational Improvement; *Educational Quality; Extracurricular Activities; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Leadership Responsibility; *Middle Schools; Orientation; Preadolescents; Program Effectiveness; Program Evaluation; Surveys
IDENTIFIERS- *Wisconsin

This resource guide is the outcome of a 1989-1990 survey of school practices and programs that was distributed to all middle-level principals in Wisconsin public schools. The purposes of the survey were to assess the extent of middle-level programming in Wisconsin; highlight some needs in a school improvement effort; and share promising practices. Principals from 66 schools contributed more than 100 descriptions of programs and practices. A list of school districts and schools that participated in the survey is included. A discussion of program evaluation is followed by a list of professional support and resource organizations and six references. Then, the programs cited by the principals are described. The programs are divided into ten categories: (1) advisor-advisee programs; (2) at-risk strategies; (3) curriculum initiatives; (4) interdisciplinary teaming; (5) leadership: shared decision making; (6) orientation programs; (7) student activity programs; (8) student recognition programs; (9) community service programs; and (10) other programs and practices. Appended are the survey and follow-up letter that were used and the Wisconsin school district standards and administrative rules. (GLR)

ED 338 388 PS 019 965

Grant, James P.
The State of the World's Children, 1991.
PUB DATE- 91
NOTE- 147p.; A separately published 14-page summary (made up of extracts from the full report) is appended.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Breastfeeding; *Child Health; *Childhood Needs; *Childrens Rights; Contraception; General Education; *Global Approach; Health Education; Immunization Programs; Infant Mortality; Nutrition; Overpopulation; Planning; Sanitation; Tables (Data); *World Problems
IDENTIFIERS- Childhood Illnesses; Child Protection; Maternal Mortality; Social Good; UNICEF; *World Summit For Children

The World Summit for children was held at the United Nations, New York, on September 30, 1990. The summit set child health goals to be achieved by the year 2000, and offered strategies and guiding principles for achieving the goals. The summit proposed a new ethic for children which called for children's needs to be given high priority in the allocation of resources. The summit considered topics relevant to the problem of world population, and summit panels set goals for various problem areas, including: (1) deaths of children under five years; (2) maternal mortality; (3) malnutrition; (4) pneumonia and diarrhea; (5) lack of immunization; (6) poor control of the

Working Models of Childhood Attachment and Marital Relationships.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attachment Behavior; *Early Experience; *Emotional Development; Family Environment; Family Relationship; *Interpersonal Relationship; Longitudinal Studies; *Marital Satisfaction; Sex Differences; *Spouses

Data from the longitudinal Berkeley Becoming a Family Project were used to evaluate the possibility that husbands' and wives' working models of attachment are related to the quality of their marital relationship. The main issue investigated was that of whether there are connections between working models of childhood attachment relationships and the quality of intimate couple relationships. A total of 27 couples were assessed by means of Main's Adult Attachment Interview (AAI), which consists of questions about childhood attachment experiences, and two Self-Report Measures of Relationship Satisfaction, one dealing with marital satisfaction and the other with satisfaction with the couple's communication. Couples were observed with their preschool children in a laboratory family interaction situation. Results revealed that AAI classifications were associated with observations of couple interaction but not with self-reports of relationship satisfaction. Also, men rated as insecure on the AAI were more likely to be part of couples who engaged in conflictual and less positive interactions than were men rated as secure. Women did not exhibit the same tendencies. Insecure women with insecure husbands were more likely to be in couples in which there was more observed conflict and less postive interactions than were insecure women with secure husbands. Included are 11 references and 2 figures. (SAK)

ED 338 409 PS 020 003

Wilson, Judy Lacy
Increasing the Knowledge and Work Performance of Child Daycare Personnel: An In-Service Workshop Approach.
PUB DATE- 91
NOTE- 139p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Child Caregivers; Classroom Techniques; Cross Cultural Training; *Day Care Centers; Early Childhood Education; Educational Resources; *Inservice Education; Instructional Materials; Parent School Relationship; Practicums; *Staff Development; Teacher Workshops; *Training Methods

This practicum addressed the problem of childcare personnel with insufficient knowledge about how to use available teaching resources in five proprietary child daycare centers. Contributing factors were insufficient training and the directors' inability to establish on-going training programs in the five centers. Goals of the practicum were, first, to increase the directors' knowlege about staff development, and, second, to increase the knowledge level of daycare personnel in

DESCRIPTORS- *Behavior Problems; *Child Caregivers; Comparative Analysis; *Day Care; Day Care Centers; Parent Role; Preschool Education; *Toddlers
IDENTIFIERS- Home Child Care

A random sample of 95 toddlers in day care was rated by parents on the Child Behavior Checklist/2-3 (CBCL/2-3). Toddlers received nonparental care an average of 33 hours per week and the majority began day care by 5 months of age. The sample consisted of middle-class toddlers in medium-size cities in Connecticut. Day care was from relatives, sitters, licensed and unlicensed family day care homes, and day care centers. Although no comparison group was used, scores of the CBCL/2-3 for the present sample were compared to scores for the CBCL/2-3 normative sample and to prevalence rate in the literature for children in day care. Fewer children with behavior problems were found in the present sample than in the normative group. It is concluded that contextual factors of family, child care, and social support should be seriously considered before suggesting deleterious effects from early nonparental care. More research is needed to understand how complex variables are associated with the development of young children. Contains 18 references. (LB)

ED 338 430 PS 020 037

Wright, June L.; Thouvenelle, Suzanne
A Developmental Approach to Teacher Training.
PUB DATE- Aug 91
NOTE- 14p.; Paper presented at the Meeting, "In Search of Future Microworlds" (Boston, MA, August 1-2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Inservice Teacher Education; *Learning Centers (Classroom); *Microcomputers; Models; Preschool Education; *Teacher Attitudes; Teacher Workshops; *Young Children
IDENTIFIERS- Project Head Start

A teacher training model in which microcomputers are integrated into the classroom using a learning center format is described. The rationale for the Computer Learning Center (CLC) Training Model, which was developed for use with Head Start teachers without prior microcomputer experience, is based on an understanding of the characteristics of the learner and on the premise that, for young children, computers need to be available in the classroom. The training model was tested in 10 sites across the United States. Software used in the Head Start classrooms was operated through a unique standard interface called KidsWay, which allows children and teachers to access and explore computer programs via icons and without dealing with DOS commands. Ways to integrate the CLC into the curriculum are discussed, as is software evaluation. The model includes a 2-day introductory workshop, follow-up clinical supervision, additional support strategies, and periodic evaluation by the teachers and trainers. A workshop agenda, teacher's bill of rights, and monthly report format are appended. Contains 14 references. (LB)

ED 338 431 PS 020 038

Hamburg, David A.
A Decent Start: Promoting Healthy Child Development in the First Three Years of Life.

lack of an accurate management information system means that the BIA lacks the ability to make informed decisions about the education program. This report contains background on the BIA mission, schools, and funding, and recommendations addressing program deficiences. Appendices, which make up over half of the document, include major provisions of the Education Amendments of 1978, a summary of BIA funding for 1990, a list of schools visited, and BIA responses to the audit. (SV)

ED 338 451 RC 018 328

Kaplan, Robert B.
Literacy, Language Planning, and Pedagogy.
PUB DATE- 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Bilingual Multicultural Education and Equity Conference (17th, Anchorage, AK, February 6-8, 1991). Figures and notes contain filled in computer type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Education; American Indian Languages; *Bilingual Education; Educational Policy; *Language Planning; Language Role; Limited English Speaking; *Literacy; Literacy Education; Public Policy
IDENTIFIERS- Alaska; *Native Americans; *Orality

Various groups of Native American peoples and other non-English speakers are required to become literate in English and are promised that literacy will solve their social, economic, and political problems. Yet, having achieved some level of English literacy, many of these people find that not much has changed. The educational system attributes their lack of success to something "wrong" with the learners. The problem, however, is more complex, having roots in the way educational planners go about their business, in the history of written language, and in a general failure to perceive that various forms of written language serve different purposes. The absence of literacy is a natural human condition, and literacy is a complex and rich technology that is useful only under certain conditions. Government-supported language planning is fraught with dangers. Governments often have accepted the notion that monolingual literacy is desirable, ignoring the fact that orality and literacy serve different societal functions and that a lack of fit may exist between the dominant language and a minority (oral) language with regard to minority community needs. Other policy problems lie in the inability of the education sector to permeate an entire culture, the lack of written materials in certain languages, and the fact that process-based literacy training provides functional skills but not access to the language used in societal power structures. Policy suggestions for bilingual education in Alaska and the preservation of Native American languages are included. This paper contains 32 references. (SV)

ED 338 452 RC 018 361

School and Community Influences on Occupational and Educational Plans of Rural Youth. Special Circular 138.
PUB DATE- Apr 91
NOTE- 67p.; For selected papers processed individually, see RC 018 362-365. Four papers were previously published under slightly different names in various journals; see EJ 383 464, EJ 392 621, EJ 399 559, and EJ 407 474.

*Pregnant Students; Program Evaluation; Rural Education; *Rural Schools; State Programs
IDENTIFIERS- *Pennsylvania

In 1984 the Pennsylvania Department of Education notified school districts that they could not deny pregnant or parenting students an education; could not put them on homebound instruction in the absence of medical conditions; and could not place them involuntarily in segregated alternative programs. The state supplied additional funds to start comprehensive programs providing personal, academic, and career counseling; parenting education; health and nutrition education; health care monitoring; child care services; and specialized transportation. Funding from the Job Training Partnership Act was used to supplement services provided by schools. The State Department of Health expanded prenatal care services at public clinics. In rural areas, problems have included funding difficulties due to population sparsity and transportation problems. During its first 4 years, the program served over 10,000 teen parents in over 100 of Pennsylvania's 500 school districts. Although most school district programs are in urban areas, rural areas have been served by area educational agencies. Two program successes are a student retention rate of over 90% and a reduction in the incidence of low birth-weight babies. Program limitations are a low participation by males (about 5%), lack of quality child care, and no attempt to address primary prevention. (SV)

ED 338 470   RC 018 389

Stout, Betty; And Others
Youth Exchanging with Seniors: Service Education Commitment. Preventing Rural School Dropouts.
PUB DATE- 15 Oct 90
NOTE- 10p.; Paper presented at the Rural Education Symposium of the American Council on Rural Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; High Risk Students; *Intergenerational Programs; Older Adults; Pilot Projects; Rural Areas; *Rural Youth; School Community Programs; Secondary Education; Youth Programs
IDENTIFIERS- 4 H Programs; *Community Service; Future Homemakers of America; Texas (West); *Youth Exchanging with Seniors TX

Texas ranks among the top 10 states for school dropouts with an annual dropout rate of about 30%. Some dropout prevention programs are incorporating community service components as a means to counter the alienation and low self-esteem frequently seen among dropouts and at-risk students. Significant adults other than school personnel provide youth with linkages to a community's heritage and culture. The Youth Exchanging with Seniors Project (YES) is a pilot project designed to link youth with rural elderly through community-based service programs in 20 West Texas counties. With few human services available in this sparsely populated area, innovative grass-roots projects must be initiated to address the long-term care needs of aging frail elders. The group of age 60 and over comprises 15-23% of the population in 16 of these counties. YES proposes to organize members of 4-H and Future Homemakers of America. The project will provide the elderly with services such as housekeeping, yard and garden maintenance, minor home repair, grocery shopping, errands, and pet care. Participation in the

(ESPET). (KR)

ED 338 488 SE 052 273

Cobern, William W.
Contextual Constructivism: The Impact of Culture on the Learning and Teaching of Science.
PUB DATE- Apr 91
NOTE- 41p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Context Effect; Cultural Context; *Cultural Influences; Developmental Stages; Elementary Secondary Education; *Ethnography; *Learning Processes; Piagetian Theory; Science Education; *Science Instruction
IDENTIFIERS- *Constructivism

Though rooted in neo-Piagetian research, constructivism is an avenue of research that departed from the neo-Piagetian mainstream 20 years ago and has continued on a distinct path of development. For constructivists, learning is not knowledge written on, or transplanted to, a person's mind as if the mind were a blank slate waiting to be written on or an empty gallery waiting to be filled. Teaching, furthermore, is mediating. A constructivist teacher works at the interface of curriculum and student to bring them together in a way that is meaningful for the learner. Constructivists use the metaphor of construction because it aptly summarizes the view that individuals build knowledge. Carrying the metaphor to its logical conclusion, construction implies a foundation upon which, or a context in which the individual builds knowledge. Contextual constructivism is thus about understanding the fundamental, culturally based beliefs that both students and teachers bring to class, and how these beliefs are supported by culture. Contextual constructivists not only raise new research questions, they also call for a new research paradigm. The focus on contextualization means that qualitative, especially ethnographic techniques are to be preferred. (Over 75 references are included.) (Author)

ED 338 489 SE 052 298

Waste Reduction Guide for Indiana Schools.
PUB DATE- Feb 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; Environmental Education; Interdisciplinary Approach; Mathematics; Natural Resources; Pollution; *Problem Solving; Program Descriptions; *Recycling; *Science Activities; Science Education; Social Studies; *Solid Wastes
IDENTIFIERS- *Indiana

This guide describes a waste reduction program for Indiana schools, kindergarten through 12th grade. It is designed to be background against which both the Office of Environmental Education (OEE) and the National Environmental Education Act (Public Law 101-619) were established. Part II describes the list of activities proposed for OEE, including: actions and responsibilities mandated by public law; efforts for environmental education curriculum development and enrichment; increased promulgation of environmental information; collaboration on environmental issues with other federal agencies; special outreach efforts to specific target audiences including minorities, urban poor and Native Americans; and promotion of Youth Environmental Action Forums and awards. Part III contains an outline for implementation of programs, including: environmental education and training programs for teachers and other educational professionals; grants programs to higher education research concerning environmental education projects; dissemination of federal government internships and college fellowships for inservice teachers; an awards program to recognize outstanding contributions of individual teachers and schools, as well as reward creative approaches to environmental education programs; and, facilitation and coordination of private gifts and endowments earmarked for environmental education activities. (JJK)

ED 338 508   SE 052 647

Alexander, Phyllis, Ed.; And Others
The Outdoor Classroom. Experiencing Nature in the Elementary Curriculum.
PUB DATE- 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation Education; Curriculum Development; *Curriculum Enrichment; Elementary Education; Elementary School Science; *Environmental Education; Environmental Influences; Horticulture; *Interdisciplinary Approach; Natural Resources; Nature Centers; Ornithology; *Outdoor Education; Plants (Botany); Program Development; *Resource Materials; Science Education; Soil Science; Trees; Water Resources; Wildlife
IDENTIFIERS- Apples; Birds; *Environmental Concepts; *Environmental Education Programs; Erosion; Plant Uses; Rocks; Soil; Tree Identification; Weather Forecasting

Through direct experience within natural settings, outdoor education allows students to learn about environmental concerns such as migration of birds, weather systems, wildlife habitats, watersheds, soil erosion, geological formations, food chains, and community resources. All subject areas in the present curriculum can be enriched through outdoor education experiences, and more importantly, subject areas become related, integrated, and enhanced. The introduction contains an outline of procedures in the establishment of an outdoor classroom, including site selection, site design, and a site inventory checklist. Ten model lessons with activities are described, with each lesson containing: a list of objectives, an inventory of related curriculum areas, an enumeration of required teacher background skills, several suggestions for 10-minute activities with questions to guide observations, a catalog of ongoing activities requiring extended visits, a record of suitable expansions to the lesson with related activities, and a short vocabulary. The ten model lesson domains are: (1) discovering local wildlife; (2) learning about apples; (3) gathering information about birds; (4) facts about

Henry-Biabaud, Chantal
Living in the Heart of Africa. Young Discovery Library No. 29.
PUB DATE- 91
NOTE- 41p.; For related documents, see SO 021 637-638 and ED 320 823-835. Translated by Vicki Board, from "Au coeur de l'Afrique, le long du
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- African Culture; *Childrens Literature; Elementary Education; Foreign Countries; Foreign Culture; Social Studies; Young Children
IDENTIFIERS- *Africa (Central); *Zaire River

Part of an international series of amply illustrated, colorful, small-sized books for children ages 5 to 10, this volume is designed to enhance learning and serve as an educational resource. Aspects of daily life along the Zaire River in Central Africa are described. Questions such as what can be seen along the banks, and why is market day so important receive answers. Illustrations appear throughout the book. (DB)

ED 338 530 SO 021 637

Brice, Raphaelle
Rice: The Little Grain That Feeds the World. Young Discovery Library No. 30.
PUB DATE- 91
NOTE- 41p.; For related documents, see SO 021 636-638 and ED 320 823-835. Translated, by Vicki Bogard from "Le riz, ce grain si petit qui nourrit le monde."
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Agricultural Production; Agriculture; *Childrens Literature; Elementary Education; Food; Foreign Countries; Foreign Culture; *Global Approach; *Grains (Food); Harvesting; Social Studies; Travel; Young Children
IDENTIFIERS- *Rice

Part of an international series of amply illustrated, colorful, small-sized books for children ages 5 to 10, this volume is designed to enhance learning and serve as an educational resource. The historical and modern cultivation of rice around the world and its importance as food and for other uses are explored. Answers to such questions as why is rice grown in flooded fields, and is rice good only for eating, are given. Illustrations appear throughout this book. (DB)

ED 338 531 SO 021 638

Henry-Biabaud, Chantal
Living in South Africa. Young Discovery Library: No. 28.
PUB DATE- 91
NOTE- 41p.; For related documents, see SO 021 636-637 and ED 320 823-835. Translated, by Vicki Bogard, from "Vivre en Amerique du Sud."
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

ED 338 070 FL 019 777

Obeng, Samuel Gyasi
Pitch, Loudness, and Turn Regulation in Akan Conversation.
PUB DATE- Jul 91
NOTE- 16p.; In: "Grammatical Phonetics: Studies in Honour of Jack Carnochan" (see FL 019 768).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Akan; Foreign Countries; Interaction; *Interpersonal Communication; *Language Patterns; Language Research; Linguistic Theory; *Suprasegmentals
IDENTIFIERS- *Pitch (Language); *Turn Taking

The relationship between turn-regulation, the phonetic features of pitch, and loudness is examined in a study of two recorded natural conversations in Akan. Analysis of patterns in turn-delimitation suggests that (1) diminuendo loudness, a low pitch height, and falling pitch movement are treated by turn-occupants and their co-participants as turn-delimitative; (2) if by chance the next speaker does not orient to turn delimitation done with the above phonetic features, the turn-occupant calls the next speaker's attention to it; and (3) loudness and pitch are valuable turn-regulation signals. These patterns are then considered in cases of speech overlap. It is concluded that close and systematic attention to the relationship between overlap and the phonetic features of pitch movement and loudness could further illuminate turn regulation. A brief bibliography is included. (MSE)

ED 338 071 FL 019 778

Sprigg, R. K.
Pharyngeal Fricatives, and Pike's "Fricative" and "Frictional" Categories.
PUB DATE- Jul 91
NOTE- 14p.; In: "Grammatical Phonetics: Studies in Honour of Jack Carnochan" (see FL 019 768).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Arabic; *Articulation (Speech); *Classification; Foreign Countries; Language Research; Linguistic Theory; *Phonology; Uncommonly Taught Languages
IDENTIFIERS- *Fricatives

A discussion of pharyngeal fricatives in Arabic looks at voiced and voiceless varieties within the context of K. L. Pike's classifications. Pike treated pharyngeal fricatives as standing apart from others, including a number of oral fricatives and one glottal fricative in a category he called "frictionals." Later, however, he distinguished the categories of fricatives and resonants differently, and reclassified pharyngeal fricatives as resonant orals. Having categorized pharyngeal fricatives as both frictional and resonant, he led to their also being categorized as pharyngeal vocoids rather than contoids. Pike's separation of pharyngeal fricatives from the other lingual fricatives is criticized as resulting from inconsistency in the definition of the oral cavities used in articulation. An alternative analysis is offered. A 14-item bibliography is included. (MSE)

ED 338 072 FL 019 779

and responsibilities in the United States, presented entirely in French, consists of eight chapters. Each contains a preview of vocabularly and key ideas; a brief introductory text on the chapter topic; and a series of more specific texts, with illustrations, a list of questions for further research, comprehension and skill exercises, and a chapter summary. Chapter topics include: the reasons for citizenship education; the living planet; the social nature of human beings; the ways in which culture influences people; the ways in which people influence their culture; exploration of other cultures; the confluence of many cultures in the United States; and life in a pluralistic society. A glossary and maps of the United States and the world are appended. (MSE)

ED 338 094 FL 019 837

McFadden, Virginia; And Others
Nous Parlons Francais. An Elementary Foreign Language Summer School Program, Grades K-8. A Guide for Teachers.
PUB DATE- 88
NOTE- 323p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; *Cultural Awareness; Curriculum Design; Educational Objectives; Elementary Education; *French; Instructional Materials; *Language Skills; Lesson Plans; Program Descriptions; Scheduling; *Second Language Programs; *Summer Programs; *Visual Aids; Vocabulary

The teachers' guide for a 4-week, 4-hours-per-day elementary school summer program in French consists of information and suggestions for program implementation and materials for use with students. The introductory section contains a general program description, including broad program objectives for language comprehension, language production, and cultural awareness; notes on target language use; a daily lesson format; miscellaneous suggestions for classroom environment, snacks, supplementary materials, field trips, and visual aids; vocabulary lists; lists of expressions needed for class activities and for general classroom communication, in English and French; a list of basic materials; suggested French records and a booklet; and sample lesson plans for days 1-15. The bulk of the document consists of appended materials, which include reproducible visual aids, suggested cultural activities, song lyrics, story texts, and word search and crossword puzzle worksheets. (MSE)

ED 338 095 FL 019 838

French Math Skill Sharpeners: Grade 6. French Math Skill Sharpeners: Grade 7.
PUB DATE- 87
NOTE- 76p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *French; Grade 6; Grade 7; Immersion Programs; Instructional Materials; Intermediate Grades; Junior High Schools; *Mathematics Instruction; Middle Schools

The two volumes included here, one for grade 6 and one for grade 7, contain series of brief math exercises, generally consisting

Education in Kenya"; "EECMY Literacy Program"; "Joint Literacy Project of the Southern Regional Government"; and notes and reviews on the Indigenous Peoples Education Conference, urban mother-tongue literacy corrections, ILY, guessing, and helps for teaching math. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 338 115 FL 800 418

Scane, Joyce; And Others
Think, Write, Share: Process Writing for Adult ESL and Basic Education Students.
PUB DATE- 91
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Basic Skills; Classroom Techniques; *Computer Assisted Instruction; *English (Second Language); Foreign Countries; *Prewriting; Problem Solving; *Process Education; Student Participation; *Writing Instruction
IDENTIFIERS- *Process Approach (Writing)

Process writing methods, which are well established in Canadian elementary and secondary schools, are introduced in this book for use with adult English as a Second Language (ESL) and adult basic education (ABE) classes. The book is the result of two research projects that investigated the feasibility of using a process approach to teaching writing both with and without computers to over 200 adult students at several levels. The usefulness of process writing was established and the computers were found to have a strong motivating effect on adults. Contents of the book are as follows: Before You Start; Prewriting Activities; The First Draft and Conferencing; The Final Procedures; Linking Skills: Computers in Process Writing; Problem Solving; and Process Writing Activities That Work. Numerous classroom activities are included for ESL and ABE students in such areas as keyboarding, teaching grammar and composition skills, field trips, and peer conferencing. Contains 26 references. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 338 116 FL 800 419

By the People...U.S. Government Structure. An English as a Second Language Text.
PUB DATE- 88
NOTE- 186p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; *English (Second Language); *Federal Government; *Language Skills; Lesson Plans; Local Government; State Government; Textbooks; *United States Government (Course); Vocabulary
IDENTIFIERS- *Content Area Teaching

A textbook on United States government is written for immigrants studying for American citizenship. It is designed in a way that encourages students to practice all of their English skills (listening, speaking, reading, and writing) in each lesson.

PUB DATE- May 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Accreditation (Institutions); Allied Health Occupations Education; Certification; *Dental Hygienists; Health Occupations; Higher Education; *Physical Therapy; *Professional Education; Professional Occupations; Quality Control

This report discusses the need for program accreditation and licensure in allied health fields, and in particular, addresses two issues: (1) an attempt by the American Physical Therapy Association to increase the entry-level standards for physical therapy education without achieving consensus; and (2) the attempt to reduce entry-level standards for dental hygienists by sources outside the profession, again with no attempt to achieve consensus. It is noted that the system of educational program accreditation and occupational licensure have had two very important results: (1) by maintaining a nationwide standard of quality it enables Americans to move more confidently from state to state; and (2) it provides career mobility for health professionals, who by meeting the established standards may practice almost anywhere in the United States. Among the report's comments are that any proposal for substantive change in health professions education that is not based on collaboration and consensus would be a step backward in terms of quality assurance, and that, although it may be appropriate to periodically reassess entry-level standards in individual health care fields, such a reassessment must be done on a collaborative basis, not by the profession or any other interest group acting alone. The report concludes that the proposed changes in physical therapy and dental hygienist entry-level standards have not been justified by careful evaluation and are not supported by broad-based consensus. (GLR)

ED 338 136 HE 024 977

Butler, Beverly A.; And Others
Self-Sufficiency in Dialogue: Not for Tutors Only.
PUB DATE- 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Cognitive Style; College Programs; Higher Education; *Individual Instruction; *Learning Strategies; Postsecondary Education; *Student Improvement; *Tutorial Programs; *Tutoring; Undergraduate Study; Workshops
IDENTIFIERS- *Learning Assistance; *Shippensburg University PA

This training manual provides information for the instructors (tutors) of the Shippensburg University Learning Assistance Center (LAC). It discusses the need for tutoring, what the tutoring program is about, and who should be encouraged to attend tutoring sessions. Also, through chapters written by educators with experience in the tutoring process, the manual addresses such areas as coping with mathematics and math anxiety, dealing with different learning styles, setting goals and pacing oneself, assisting the inefficient college learner, and working with professors within the institution. Other

2 discusses the data used to measure risk-adjusted returns; section 3 presents the estimates of lender profitability for each asset class, as well as future trends; section 4 outlines several limitations to the analysis; and section 5 outlines a methodology for estimating scale economies in the commercial banking sector and applies it to student lending. (GLR)

ED 338 156 HE 024 997

Non-Credit Instructional Activities, July 1, 1990, through December 31, 1990, with Trend Information from 1983. Report No. 20-91A.
PUB DATE- Sep 91
NOTE- 619p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; *Continuing Education Units; Data Collection; *Enrollment; Financial Support; Instructional Systems; *Noncredit Courses; Postsecondary Education; State Colleges; State Surveys; State Universities; Trend Analysis; Units of Study
IDENTIFIERS- New York; State University of New York

This report summarizes the responses of the State University of New York (SUNY) constituent institutions to the biannual survey of Non-Credit Instructional Activities for July 1, 1990, through December 31, 1990. Non-Credit Course (NCC) reports one through six are summary reports of the number of non-credit activities and registrations by sex categories; subject area; target clientele; organizing unit; instructional type; faculty status; and funding source. NCC reports 7 through 12 are campus detail reports. Information printed for each activity includes: number of registrations; contact hours; continuing education units (CEU); target clientele; organizing unit; faculty status; and funding source and location. NCC report 13 indicates CEU producing non-credit activities in alphabetical order by campus. NCC reports 14 through 16 represent trend tables summarizing the number of non-credit activities and registrations for the State University of New York from 1983 through 1990. NCC reports 17 through 20 are system detail reports. Information printed for each activity includes: campus, number of registrations, target clientele, contact hours, activity type, continuing education units, organizing unit, faculty status, funding source, and location. The final NCC report is an alphabetized list of all non-credit courses offered at all SUNY institutions for a given academic term. (GLR)

ED 338 157 HE 024 998

Rudner, Lawrence M.
Agency Theory, Incentives, and Student Loans.
PUB DATE- Sep 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Accountability; Federal Aid; *Federal Government; Financial Support; Government Role; *Incentives; Postsecondary Education; *Proprietary Schools; School Holding Power; *Vocational Schools
IDENTIFIERS- *Agency Theory; *Stafford Student Loan Program

Issues of racial harmony in higher education are the subject of this address to participants at a college workshop on cultural diversity. Recently campuses across the country have seen an unparalleled explosion of racially-charged or motivated incidents sparking dialogue among students, staff, faculty and administrators. In addition, accrediting agencies have taken steps to encourage institutions to encourage student diversity. A dramatic conservative swing beginning shortly before the Reagan presidency has resulted in the erosion of safeguards to diversity. Citizens must learn to use the political system and personal action to improve campus climate and quality of life. Some racial perceptions are based on rumor which grow out of immediate emotional tension. Ethnic hostility is a projection of unacceptable inner striving onto a minority group. To achieve racial harmony with diversity society must go beyond implementing affirmative action and into managing diversity while avoiding stereotypes. Racial harmony presumes a respect for and appreciation of differences and individuality. Camden County College (New Jersey) faces the challenge of modifying its existing assumptions and model and helping people pioneer in creating a new vision of racial harmony on the campus. Included are 27 references. (JB)

ED 338 176   HE 025 018

Howe, Richard D.; And Others
Salary Trend Studies of Faculty for the Years 1986-87 and 1989-90 in the Following Disciplines/Major Fields: Accounting; Business Administration and Management; Business and Management; Chemistry; Communication Technologies; Communications; Computer and Information Science; Curriculum and Instruction; Dramatic Arts; Drawing; and Education.
PUB DATE- Oct 91
NOTE- 196p.; For other volumes in this set, see HE 025 019-020.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Accounting; Business Administration; Chemistry; *College Faculty; Communications; Comparative Analysis; Computer Science; Departments; Dramatics; Educational Administration; Fine Arts; Full Time Faculty; Higher Education; Information Science; *Intellectual Disciplines; Private Colleges; Public Colleges; *Teacher Salaries; *Trend Analysis

This volume provides comparative data for faculty salaries in public and private colleges, based on an annual survey of over 700 colleges and universities. Data cover the following disciplines: Accounting; Business Administration and Management; Business and Management; Chemistry; Communication Technologies; Communications; Computer and Information Science; Curriculum and Instruction; Dramatic Arts; Fine Arts/Drawing; Education. Presented for each discipline is a summary of the overall average salary increase between the baseline year of 1986-87 and the year 1989-90, for both state and private institutions. Data from institutions participating in both years are compared with each other and with the consumer price index. Also included are average salaries by rank and the faculty mix percentage as well as comparisons with other disciplines. The participating institutions are listed. (JB)

ED 338 177   HE 025 019

Howe, Richard D.; And Others
Salary Trend Studies of Faculty for the Years 1986-87 and 1989-90

institutions. Also discussed is the State University and University of California policies regarding outside income and employment of these executives compared to the policies employed by comparative systems and institutions as well as the procedures used by the segments to establish and maintain executive compensation. Additionally, the report compares the salaries of selected campus-based administrators with those at comparison institution campuses and reviews the salaries paid to community college executives in California. The appendix contains selected policies of California State University, the University of California, and comparison institutions. Contains 12 references. (GLR)

ED 338 196 HE 025 039

Composition of the Staff in California's Public Colleges and Universities from 1977 to 1989. The Sixth in the Commission's Series of Biennial Reports on Equal Employment Opportunity in California's Public Colleges and Universities.
PUB DATE- Apr 91
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Affirmative Action; College Faculty; *Community Colleges; Comparative Analysis; *Faculty Promotion; Higher Education; Labor Force; Postsecondary Education; Promotion (Occupational); Public Schools; *Racial Composition; *Staff Development; State Colleges; State Universities
IDENTIFIERS- California State Postsecondary Education Comm; California State University

This report provides information on the gender, ethnic, and racial composition of staff in the California Community Colleges, the California State University, and the University of California through the 1989-90 academic year. It is broken down into seven parts: (1) part 1 discusses the origin, preparation, limitations, and organization of the report; (2) part 2 provides information on the amount and nature of growth in staff in the segments during the time period covered by the report; (3) part 3 identifies changes in the composition of staff within the public postsecondary segments between 1979 and 1989 for the California Community Colleges and between 1977 and 1989 for the California State University and the University of California; (4) part 4 compares the composition of the segmental staffs with that of the California labor force; (5) part 5 contrasts the composition of the segmental staffs with that of California's population to comparative base established by the Commission with resepct to educational equity; (6) part 6 presents information on the segment's affirmative action programs designed to increase the diversity of staff and prepare individuals to assume managerial and administrative positions; and (7) part 7 offers two conclusions and four Commission commitments, based on the data presented in the previous sections. Appendices include several reports concerning upward mobility development involving the institutions under study. (GLR)

ED 338 197 HE 025 040

Status Report on Human Corps Activities, 1991. The Fourth in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987).
PUB DATE- Apr 91
NOTE- 65p.

ability and become successful life-long learners. It is argued that today's education addresses only the first three intelligences--Linguistic, Logical-Mathematical, and Intrapersonal--and that many of today's students are dominant in the other four--Spatial, Musical, Bodily-Kinesthetic, and Interpersonal. It is noted that research into multiple intelligences is beginning to show that students labeled as academic underachievers may be dominant in a cognitive learning style that is opposed to the prevailing teaching methods. It is suggested that programed instruction and the use of microcomputers in the classroom can not only provide an environment more amenable to learning, but can also address the individual intelligences of each student. Brief discussions of each of the seven multiple intelligences include examples of appropriate computer courseware. One computer program, Snooper Troops, is discussed in detail as an example of the ways in which computers can enhance student learning. It is concluded that the combination of computers and attention to multiple intelligences will result in a more successful classroom learning environment and the fostering of creative thinking skills. Educators are encouraged to examine curriculum and class material with the aim of implementing Gardner's theory in existing classroom practices. An attached information packet includes: a list of software appropriate for each of the multiple intelligences; a list of information sources; and a sample unit using Snooper Troops. (10 references) (DB)

ED 338 215 IR 015 240

Cradler, John
California Educational Technology Summit Proceedings (Sacramento, California, April 25-26, 1991).
PUB DATE- 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Role; Computer Networks; Educational Change; *Educational Technology; Elementary Secondary Education; Information Dissemination; Interaction; Professional Development; *State Action; State Programs; *Statewide Planning; Teacher Education
IDENTIFIERS- California

The California Educational Technology Summit was convened to address both the existing and desired applications of technology in California education. The objectives of the summit were: to increase awareness of technology and its limits and potential; provide for a dialogue about important technology related issues across educational sectors; and produce specific recommendations for the development of a long-range plan for educational technology in California. Introductory materials include lists of the summit planning committee members, members of the California Planning Commission for Educational Technology, summit sponsors, an executive summary, and background information on the summit. Comments by panelists in three panel discussions--State of the State, State of Education, and State of the Art--are then summarized, and the 10 Technology Master Plan Topics assigned to the task groups for their review are presented. These topics are: (1) Governance and Legislative Authorization; (2) Critical Problems and the Role of Technology; (3) Access to Instructional/Learning Resources; (4) Dissemination of Information and Resources; (5) Electronic Networking; (6) Professional Development; (7) Student Learning and Technology

ED 338 233 IR 015 271

Gross, Ron; And Others
How To Serve Seniors in Your Community by Meeting Their Needs for Mental Stimulation, Delight, and Empowerment: Lively Minds Manual.
SPONS. AGENCY- New York State Library, Albany.
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; Community Education; Community Organizations; *Community Programs; Continuing Education; Cooperative Programs; Guidelines; Intellectual Experience; Library Materials; *Library Services; *Older Adults; Outreach Programs; Problem Solving; Public Libraries; Retirement

"Lively Minds," the Travelling Library Learning Program, involves older adults in Nassau, New York in weekly, 1-hour continuing education programs which use library services and materials for mental stimulation, enjoyment, and empowerment. The overall purpose is to give seniors personal intellectual experiences of the power and resourcefulness of their own minds, particularly when they work together, use new techniques for problem solving, and take advantage of library resources. The first of seven sections in this manual discusses four major reasons why a library or another community organization should start a program for seniors in its community. Addressing the leadership, outreach, and teamwork aspects of such a program, the second section describes the roles of the library director (or director of the agency initiating the program), the creative consultant, the librarian (or staff member from the sponsoring organization), and an advisory committee. The remaining sections cover designing the program, marshalling materials and resources, promoting the program, the minimal costs involved, and evaluating the program. A detailed description of a model session is appended together with a list of sources of information and exercises for sessions on six themes: Your Coping Mind, Your Creative Mind, Your Memorable Mind, Your Wise Mind, Your Critical Mind, and Your Growing Mind. A feedback form for participants is also included. (DB)

ED 338 234 IR 015 274

Sparks, Peter G., Comp.
Report on the Preservation Planning Project: University of Pennsylvania Libraries.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Commission on Preservation and Access, Washington, DC.
PUB DATE- Sep 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *College Libraries; Consultation Programs; Higher Education; Library Facilities; *Library Materials; Library Services; Long Range Planning; *Microfilm; *Microreproduction; *Preservation

The University of Pennsylvania Libraries' Preservation Planning Project was designed to explore new ideas for planning and

PUB DATE- May 88
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Adult Education; Computer Networks; *Developing Nations; Foreign Countries; Higher Education; *Information Dissemination; Information Networks; Information Retrieval; Information Services; *Information Technology; *Information Transfer
IDENTIFIERS- *Information Counseling; *Kellogg Project NY; Transborder Information Flow

This paper was jointly sponsored by the Center for the Study of Citizenship of the Maxwell School of Public Affairs and Citizenship and the Kellogg Project, a 5-year research project in Syracuse University's School of Education which is intended to provide not only physical access to information resources for adult educators through optical disk and computing technologies, but assistance with the information seeking process. The paper begins by discussing the conceptual framework of information as a form of development assistance; the problems encountered in information delivery to adult educators in developing countries; and lessons that may be learned from the information dissemination program. Two major paradigms of the Kellogg Project's assistance to adult educators in developing countries are then described: the International Information Sharing Network (IISN) and interactive long-distance Information Counseling (IC), which is designed to provide in-depth and personalized assistance in the acquisition, use, and application of information and data. Reflections on the role of adult education in Third World societies and on the nature of international information flows are interwoven throughout the paper. The paper argues that information is not a neutral agent, but one that reflects the values and expectations of those who produce, select, manage, transmit, and use it. It warns that the best intentions to remain apolitical in the design and implementation of information services cannot justify an abdication of responsibility for examining potential problems in the areas of equity of access, the technology gap, information overload versus deprivation, or the possibility of cultural domination by the dissemination of knowledge. Arguing that information transfer can be a form of development assistance, the paper concludes by identifying some policy issues and reviewing their implications for academic discourse and future research. (80 references) (MAB)

ED 338 255   IR 053 786

Hugo, Jane
Kellogg Library and Archive Retrieval System (KLARS) Document Capture Manual. Draft Version.
PUB DATE- May 91
NOTE- 161p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Access to Information; *Adult Education; *Archives; *Computer System Design; *Full Text Databases; Higher Education; Information Networks; *Information Retrieval; *Information Storage; Information Systems; Information Technology; Optical Disks; Optical Scanners; Records Management

Colleges; Effective Schools Research; *Institutional Advancement; Leadership Responsibility; *Minority Groups; Models; *Student Recruitment; Two Year Colleges

The decision to launch a full-fledged and highly coordinated leadership strategy to enhance minority student success should be grounded in a clear definition and well-understood theoretical framework; a strategy for overall institutional advancement; and clearly defined structural relationships and accountability structures. Within this context, various leadership strategies can be implemented to bring about the institutional changes that will be required to increase minority student access and success. These strategies involve: (1) institutional advancement, which encompasses access, institutional commitment, opportunity and standards for student performance; (2) an orientation toward building educational bridges of learning and support services between high schools, two-year colleges, and four-year institutions; (3) a theoretical framework and evaluation model based on "effective schools" theory, emphasizing college mission, college-community relations, academic foundations, learning climate, strong and effective leadership, high expectations, and instructional assessment and feedback; and (4) clearly defined operational responsibilities for realizing the college's commitment to minority student success. The ultimate goal of the community college's Minority Student Success Strategy will be the increased effectiveness of the college's support program and services through the institutionalization of the objectives of programs defined within the strategy. (JMC)

ED 338 274   JC 910 482

Brey, Ron

Telecourse Utilization Survey Project, Third Year Report: Fall 1986-Summer 1989. Executive Summary.

PUB DATE- Jun 90

NOTE- 11p.; Project supported by funds from the Annenberg/CPB Project. For the complete report, see ED 334 964.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Credits; Community Colleges; Consortia; *Credit Courses; Distance Education; Educational Television; Educational Trends; Enrollment; National Surveys; Postsecondary Education; Program Descriptions; *Telecommunications; *Telecourses; Two Year Colleges; Two Year College Students

In summer 1986, the Instructional Telecommunications Consortium received funding for a 3-year project to collect data on the utilization of telecourses for college credit instruction. In particular, the study examined the different types of telecourses used, the number of courses offered each semester, telecourse producers, number of programs and hours of video in telecourses, telecourse licensing, enrollments in telecourses, systems used for video distribution, and student-instructor interaction. Only courses used to reach distant learners were included in the study. Of the 199 institutions surveyed during the three years of the project (1986-87, 1987-88, and 1988-89), approximately 80% offer two-year degrees only. Study results included the following: (1) a total of 282 individual telecourses were in use by the participating institutions; (2) "Understanding Human Behavior" was the most frequently used telecourse, comprising 6% of all reported telecourse uses; (3) from 1987 through 1989, there was an increase of approximately 20% in the number of telecourses offered by institutions; (4)

DESCRIPTORS- Academic Achievement; Academic Persistence; *College Freshmen; Community Colleges; Comparative Analysis; Grade Point Average; Program Effectiveness; Program Evaluation; School Orientation; Statistical Analysis; *Student Attitudes; *Student Attrition; *Summer Programs; Tables (Data); *Transitional Programs; Two Year Colleges

The College Discovery Summer Program (CDSP) is a 6-week program designed to bring students already accepted for admissions to Bronx Community College (BCC) onto campus prior to their first year at BCC. The curriculum component of the CDSP includes intensive courses in mathematics, reading, and writing, while the student development component is a workshop in exploring self-esteem, study habits, and the skillful utilization of college resources. An evaluation of the CDSP program was conducted in two phases. First, 36 CDSP students were surveyed to determine their reasons for applying to the program, whether it met their expectations, and their evaluation of their program experiences; and 57 non-CDSP students were surveyed regarding their experiences with the regular summer programming. The second phase involve a comparison of the grade patterns and persistence rates of CDSP and non-CDSP students. Study findings included the following: (1) the two groups did not differ significantly, with both groups viewing their respective programs as helpful in preparing them for college, in clarifying their academic goals, and in their studies; (2) CDSP students registered statistically significant higher persistence rates in their first two terms than all entering freshmen; (3) the mean grade point average (GPA) of both groups rose with time, suggesting that the more academically proficient students tended to persist, or that GPA tended to rise for students who continued; (4) scholastic disqualification did not seem to play a major role in causing freshman attrition. While the study suggested positive short-term benefits for the summer program, questions concerning the program's long-term benefits remained unanswered. (JMC)

ED 338 291 JC 910 509

Harley, Roxanne; McCabe, Mark
Pima Community College Counselor's Handbook. Revised.
PUB DATE- Jul 90
NOTE- 108p.; Part IX contains seven pages that are partially illegible.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Codes of Ethics; Community Colleges; *Counseling; Counseling Services; *Counseling Techniques; *Counseling Theories; *Counselor Client Relationship; Counselor Role; Guides; *School Counselors; School Policy; Student Attitudes; Student Behavior; Two Year Colleges
IDENTIFIERS- Pima Community College AZ

Developed for counselors at Pima Community College (PCC), this 10-part handbook provides information on counselor responsibilities, ethics, recordkeeping, assisting students in distress, and diagnostic and referral procedures. Part I reviews the philosophy, general parameters, terminology, and goals of counseling, and discusses selected statements of the Ethical Standards of the American Association for Counseling and Development. Part II reviews issues and concepts relating to confidentiality, including sharing information externally

The collective bargaining agreement between the Fremont-Newark Community College District Board of Trustees and the United Faculty of Ohlone Community College is presented. This contract, covering the period from March 1989 through June 1990, deals with the following topics: bargaining agent recognition; savings of agreement provisions; United Faculty and district rights; grievance and conciliation procedures; certificated employer-employee relations committee; fringe benefits; salary; early retirement reduced workload program; and term, renegotiation, and contract clauses. A salary schedule and regulations for determining salary rank are appended. (PAA)

ED 338 309 JC 910 532

Agreement between Lassen Community College District and Lassen College Federation of Teachers, July 1, 1988-June 30, 1991.
PUB DATE- 88
NOTE- 57p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; California Teachers Association; Lassen Community College District CA

The collective bargaining agreement between the Lassen Community College District Board of Trustees and the Lassen College Federation of Teachers/California Teachers Association/American Federation of Teachers is presented. This contract, covering the period from July 1988 through June 1991, deals with the following topics: bargaining agent recognition; bargaining agent rights; payroll deductions for union dues; district rights; personnel files; faculty evaluation; work load; leaves of absence; salary; health and welfare benefits; layoffs; grievance procedures; maintenance of operations; past practices; separability; completion of negotiations; resignations; pre-retirement reduced work load; academic calendar; safety conditions of employment; academic freedom; general provisions; non-discrimination; and contract duration and reopeners. A work load determination table and salary schedules are attached. (PAA)

ED 338 310 JC 910 533

Master Contract: San Joaquin Delta College Teachers Association/CTA/NEA and San Joaquin Delta Community College District, July 1987-June 1990.
PUB DATE- 87
NOTE- 106p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Affirmative Action; *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Evaluation; Faculty Workload; Fringe Benefits; Grievance Procedures; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher

skills seriously curtail the learning potential of expert-novice peer collaboration. This study examined the ways in which experts and novices negotiate and renegotiate their roles, and focused on the novices' behavior in role renegotiation. The hypothesis was that novices whose task skills increased would be more likely to renegotiate their role successfully than novices whose competence did not improve. Forty-eight kindergartners were identified from pretests in which children were asked to copy a Lego model. Expert-novice pairs were formed. Twelve novices were taught building and copying strategies by an adult after the first collaborative session, while the other 12 novices had individual practice sessions. Key comparisons involved changes in novices' roles from the first to the second collaborative session. Results showed that after the experimental manipulation, trained novices were more likely than untrained novices to renegotiate their role successfully. Contrary to expectations, trained novices did not use more sophisticated strategies. They were, however, more persistent in the frequency of their attempts and in the length of their negotiation sequences. (SH)

ED 338 329 PS 019 773

King, Marian J.
A Portfolio Approach to Assessment in a Developmentally Appropriate Kindergarten.
PUB DATE- 91
NOTE- 64p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Evaluation Methods; Informal Assessment; *Kindergarten; Parent Attitudes; Parent Teacher Conferences; *Portfolios (Background Materials); Primary Education; *Student Evaluation; Student Improvement; Student Records
IDENTIFIERS- *Developmentally Appropriate Programs

This practicum was designed to provide an assessment instrument that would serve as an alternative method of documenting the progress of kindergarten students. The portfolio approach to assessment of student progress was implemented in a kindergarten class and applied as an ongoing process. During a 12-week period, teacher and student selected samples of the student's work for the student's portfolio. The teacher also recorded observations and added parental input, audiotapes, photos, and assessment results. Formal and informal conferences between parents, teachers, and students were held as needed, with the portfolio contents used as the basis for addressing strengths and weaknesses of the student. Analysis of the data revealed that the portfolio approach to the assessment of students in a developmentally appropriate kindergarten was a far more positive instrument of evaluation than the report card. Parents indicated that the use of the portfolio approach gave them tangible and visual proof of their children's achievments: an experience that far surpassed that of seeing a letter grade on a report card. (SH)

ED 338 330 PS 019 774

Wong, Ruth M.
Knowledge Base Expansion as a Means of Improving Staff Management with Preschoolers in a Child Crisis Centre.
PUB DATE- 91
NOTE- 88p.; Ed.D. Practicum, Nova University.
LANGUAGE- English

school; to draw on their life experiences and family backgrounds to provide case material as input to in-class discussions; and to involve parents and other family members in the school's agenda in rewarding ways. (SH)

ED 338 349 PS 019 878

Young Children Learning: A Teacher's Guide to Kindergarten. Second Edition.
PUB DATE- 91
NOTE- 143p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; Class Activities; Classroom Techniques; Emotional Development; Foreign Countries; *Instructional Materials; Integrated Curriculum; Intellectual Development; Kindergarten; *Kindergarten Children; Physical Development; *Preschool Curriculum; *Preschool Teachers; Primary Education; Psychomotor Skills; Self Care Skills; Sensory Experience; Social Development
IDENTIFIERS- Canada; *New Brunswick

This kindergarten curriculum guide describes children's learning and development in a play-based environment and the creation of such an environment. The first part of the guide discusses child development. Physical development is considered in terms of sensory awareness, motor skills, creative movement, skilled actions with objects, and the process of enhancing physical development. Discussion of intellectual development concerns cognitive processes and abilities, basic concepts and logical thinking, representation through reading and writing, and the process of enhancing physical development. Also covered in the first part are the topics of self-care; social-emotional development in terms of self and others; rules and routines; and children's investigation of real objects. The second part discusses an integrated kindergarten program. This integration involves: (1) organizing space in the classroom; (2) planning and scheduling activities; (3) observing children; (4) evaluating children; (5) providing various materials for children's investigation and use; and (6) taking children on trips. The third part discusses kindergarten resources. A major resource is the kindergarten space itself, along with its furniture. Other resources include children's books, music materials, clay, paint, and games. (BC)

ED 338 350 PS 019 882

Huttunen, Eeva
Children's Experiences in Early Childhood Programs.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Caregivers; *Childhood Attitudes; *Day Care Centers; Early Childhood Education; *Early Experience; *Educational Quality; Elementary Education; Elementary School Students; *Family Day Care; Foreign Countries
IDENTIFIERS- *Finland; Retrospective Studies (Psychology)

This study explored children's experiences in early childhood education programs and their views about these programs. The quality of the experiences and the variation of the views were support groups in Kansas. The home schooling movement in Kansas is an alternative educational entity whose membership has recently been increasing. Accompanying support groups have also increased in number. The purpose of this study was to conduct a naturalistic inquiry into the concerns and functions of these groups as perceived by their leaders. Characteristics shared by the groups were analyzed. The population used for the study was drawn from 26 local autonomous home schooling parent support groups in Kansas. Triangulation of information was provided through unstructured interviews, observations, and document analysis. Five major concerns, and the accompanying functions which affect the home schooling parent support group movement, were identified. Functions related to: (1) legal concerns; (2) support concerns; (3) group activities; (4) teacher training, curriculum, testing, and resources; and (5) new home schooling families. The document includes a literature review covering the history of home schooling from the 1600s to the present. Also discussed are characteristics of home schooling families, reasons parents give for home schooling, cognitive and affective outcomes of home schooling, and the relationship between home schooling and public schools. Additional concerns are discussed. Related materials and a bibliography of 143 references are appended. (GLR)

ED 338 369 PS 019 927

Emery, Gretchen B.
Using Musical Activities To Improve the Listening Skills of Kindergarten Students.
PUB DATE- Jun 91
NOTE- 109p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Auditory Discrimination; Auditory Perception; *Auditory Training; *Kindergarten Children; Listening Comprehension; *Listening Skills; *Music Activities; Primary Education; Program Implementation; Singing; Speech Communication; *Student Improvement
IDENTIFIERS- Following Directions

A screening instrument developed for this study measured the listening skills of 22 children in a kindergarten class. Children were found to be weak in four areas of listening: (1) auditory discrimination; (2) auditory perception; (3) following oral directions; and (4) listening comprehension. After these measures were administered, students participated in a program that involved a variety of musical opportunities for the students to develop listening skills. The program, which was implemented over a 14-week period, contained five objectives that addressed the children's areas of weakness in listening skills. At the conclusion of the implementation period, the screening instrument was again administered to the children, who demonstrated improvement in each of the four areas of listening. A reference list of 27 items is provided. Appendices include the screening instrument and tables displaying students' pretest and posttest scores. (BC)

ED 338 370 PS 019 937

Collins, Patricia A.
The Impact of Television on Preschoolers' Perseverance, Impulsivity and Restlessness.
PUB DATE- Apr 91
NOTE- 18p.; Paper presented at the Biennial Meeting of the

number and timing of births; (7) decrease in breastfeeding; (8) lack of basic education; (9) poor water quality and sanitation; (10) inadequate health education; (11) AIDS; (12) Guinea worm disease; (13) vitamin A and iodine deficiencies; (14) and insufficient protection of children at work and during war. The Summit's World Declaration on the Survival, Protection and Development of Children; the plan of action for implementing the World Declaration; and the 54 articles of the Convention on the Rights of the Child are included. Tables present worldwide statistics concerning such topics as nutrition, health, education, demography, economics, and women. (BC)

ED 338 389 PS 019 967

Page, Marilyn
Active Learning: Historical and Contemporary Perspectives.
PUB DATE- 10 May 90
NOTE- 112p.; Doctoral paper, University of Massachusetts.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Cognitive Development; Cooperative Learning; Discovery Learning; Early Childhood Education; Educational Philosophy; *Educational Practices; *Educational Theories; Elementary Education; Experiential Learning; *Nontraditional Education; Problem Solving; Progressive Education; *School Role; Teacher Role
IDENTIFIERS- *Active Learning; Dewey (John); Foxfire; Rousseau (Jean Jacques)

The purposes of the first two parts of this literature review are to clarify the concept of active learning and discuss the use and value of active learning models. In Part I, the perspectives of five historical proponents of active learning, Rousseau, Pestalozzi, Dewey, Kilpatrick, and Piaget, are discussed. The views of four contemporary proponents, Bruner, Wigginton, Freire, and Sharan, are also considered. The ideas of these proponents show four common themes: (1) rejection of traditional teaching methods; (2) belief in the cognitive learning paradigm; (3) faith in the ability of students; and (4) belief in the importance of the relationship of school to society. In Part II, four major active learning movements are examined. These are the historical movements of progressive education and activity, and the contemporary movements of discovery/inquiry and cooperative learning. Part III analyzes the perspectives and movements discussed in Parts I and II. Topics include: (1) a definition of active learning; (2) the cognitive learning paradigm; (3) the roles of teachers and students; (4) the relationship between education and society; and (5) research on active learning. In Part IV, conclusions about the history and future of active learning are drawn. A bibliography containing more than 110 items is included. (Author/BC)

ED 338 390 PS 019 968

Pre-School Child Activities.
PUB DATE- 82
NOTE- 257p.
LANGUAGE- English; Inupiaq
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-

utilizing developmentally appropriate teaching resources and multicultural teaching strategies, practicing effective classroom management techniques, and enhancing parent/center communications. A five-phase strategy was implemented which included organizational workshops for directors and staff. The workshops were enhanced through the use of teacher-made handouts, "hands on" experiences, classroom demonstrations, center visitation, and the use of a cadre of resource consultants. Results indicated that the goals of the practicum were met and that the use of in-service workshops increased director and staff knowledge about utilizing curriculum resource materials. (SH)

ED 338 410 PS 020 006

Lopez, Mary Kathryn
Improving an Extended Day Care Environment through Staff Training and Activity Development.
PUB DATE- 91
NOTE- 73p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Child Caregivers; Educational Quality; Elementary Education; Employee Attitudes; *Inservice Education; *Learning Activities; Parent Attitudes; Parent School Relationship; Practicums; Preschool Education; Program Development; Questionnaires; *School Age Day Care; *Staff Development; Student Attitudes; *Training Methods

The aim of this practicum was to increase parent, child, and caregiver satisfaction with the university lab elementary school site's extended day care program through training of caregivers and development of appropriate activities. Two groups participated, one for preschoolers through first graders, the other for second through fifth graders. Three training sessions were designed to improve the caregivers' understanding of the school's philosophy and goals, basic developmental characteristics of children in the various age groups, and a strategy for effective disciplinary action. Arts and crafts, cooking, organized sports, and opportunities for unstructured play were designed for each group and supervised by caregivers on a rotating basis. Questionnaires designed by the writer regarding general satisfaction with the program and preferred activities were administered to parents, children, and caregivers before and after implementation of the practicum. Results indicated that: (1) training of workers regarding site-specific expectations as well as providing general information regarding children increases the caregiver's job satisfaction; and (2) parents, children, and caregivers prefer a program which offers a variety of age-appropriate activities in which children may participate. (Author/SH)

ED 338 411 PS 020 008

Inn, Donald; And Others
Facial Prototype Formation in Children.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Memory; *Recognition (Psychology); *Visual Perception; Visual Stimuli; *Young

PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Child Health; *Childhood Needs; Child Welfare; Family Role; Health Services; Nuclear Family; *Social Support Groups; *Well Being; Young Children

Ways to promote healthy child development are addressed in this essay. The following conditions conducive to identified: (1) an intact, cohesive, nuclear family; (2) a relationship with at least one parent or surrogate who is consistently loving and nurturing; (3) easy access to supportive family members; (4) a supportive community (neighborhood, religious, ethnic, political group, or other large group beyond the family that is helpful); and (5) some measure of predictability about the adult environment that permits gradual preparation to cope with it and take advantage of its real opportunities. The predicament of today's children is discussed, along with ways of meeting essential requirements for healthy growth, including prenatal care, primary health care, child care, parental competence, and multiple services through home visiting. Challenges for implementation are noted. Contains 44 references. (LB)

ED 338 432 PS 020 039

Meeting the Educational Needs of Missouri's Homeless Children. Administrative Manual & Census Report.
SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- Aug 90
NOTE- 36p.; For State Plan & Survey Report, see ED 311 107.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Ancillary School Services; Attendance; Census Figures; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Homeless People; Out of School Youth; *Program Implementation; *State Action; State Legislation; State Programs; Student Needs; Student Welfare
IDENTIFIERS- *Missouri; *Stewart B McKinney Homeless Assistance Act 1987

An administrative manual prepared in compliance with the Stewart B. McKinney Homeless Assistance Act, and to supplement the State Plan, was distributed to all local educational agencies in Missouri to communicate the need for actively encouraging the enrollment in school of homeless children and youth. The manual includes the following: a summary of the numbers of homeless children and youth in the state and of the identified barriers to education; an explanation of the state's compulsory attendance laws and other laws and court decisions relating to residency, school attendance, and enrollment; a description of policies and procedures to be followed to assure services to homeless children and youth are comparable to services available to other students; and awareness activities, instructional strategies, and classroom and school activities designed to help improve the effectiveness of education to homeless children and youth. (LB)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; College Preparation; Community Leaders; *Educational Attainment; Elementary Secondary Education; Institutional Characteristics; *Occupational Aspiration; Property Taxes; Rural Areas; *Rural Schools; Rural Urban Differences; Sex Differences; Socioeconomic Status; *Student Characteristics; *Vocational Education
IDENTIFIERS- *Ohio

This collection of papers reports the research done in the Department of Agricultural Education at the Ohio State University during the years 1986 to 1990. The studies, which provide information about rural schools and rural students; are as follows: (1) "Aspirations of Rural Secondary Students in Ohio" (J. David McCracken and Kerry S. Odell); (2) "Teaching in a Rural Community" (J. David McCracken and Charles Miller); (3) "The Ohio Rural School as Viewed by Community Leaders" (J. David McCracken); (4) "Vocational Agriculture in Rural Ohio Schools" (J. David McCracken); (5) "Gender Differences in the Aspirations of Rural Ohio Youth" (Kerry S. Odell); (6) "Implications for Colleges of Agriculture Based upon a Study of the Educational Plans of Rural Ohio Secondary Students" (J. David McCracken and Kerry S. Odell); (7) "Comparison between the 1985 and the 1988 Career Plans of the Same Rural Youth in Ohio" (J. David McCracken and Eric Fails); (8) "Participation in Vocational Education by Rural Public High School Students" (Jack Elliot and J. David McCracken); (9) "Characteristics of Rural High School Seniors in Ohio and Southwest Georgia" (J. David McCracken, et al.) (10) "High School Curriculum and Aspirations of Students in Ohio and Southwest Georgia" (J. David McCracken, et al.); (11) "High School and Student Characteristics in Rural and Urban Areas of Ohio" (J. David McCracken and Jeff David T. Barcinas); and (12) "Community and School Characteristics and Voter Behavior in Ohio Rural School District Property Tax Elections" (Matt Baker and J. David McCracken). (KS)

ED 338 453   RC 018 362

McCracken, J. David; Fails, Eric
Comparison between the 1985 and the 1988 Career Plans of the Same Rural Youth in Ohio.
PUB DATE- Apr 91
NOTE- 7p.; In: School and Community Influences on Occupational and Educational Plans of Rural Youth. Ohio Agricultural Research and Development Center, 1991, p22-26; see RC 018 361.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *Attitude Change; College Attendance; High Schools; *Occupational Aspiration; Parent Aspiration; Parent Influence; Peer Influence; *Rural Schools; Secondary School Curriculum; Sex Differences; *Student Attitudes; *Student Characteristics
IDENTIFIERS- Ohio

This study was conducted to ascertain changes in the aspirations of rural youth in Ohio as they matured during their high school years and entered college or the work force. A Student Information Questionnaire (SIQ) was developed to measure the following variables: (1) sources of influence on curriculum decisions; (2) changes in desired and expected careers; (3) gender differences in expected salary, plans for further project will give youth the opportunities to develop a better sense of self, meaningful social and community awareness, and positive attitudes toward the elderly. Project services also will help the frail elderly to maintain an independent living style. As a result, the YES project may provide a model for linking at-risk youth with significant adults through community service. (SV)

ED 338 471   RC 018 393

Ainsworth, Len; Garnett, Don
Multi-Cultural Student Performance in the Texas Academic Skills Program: The Second Year at Texas Tech University.
PUB DATE- Jun 91
NOTE- 30p.; Paper presented at the Annual National Conference on Racial and Ethnic Relations in American Higher Education (4th, San Antonio, TX, May 31-June 4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Anglo Americans; *Basic Skills; Black Students; *College Students; *Educational Testing; Higher Education; High Schools; High School Students; Hispanic Americans; *Minimum Competency Testing; Public Colleges; State Standards
IDENTIFIERS- Texas; *Texas Academic Skills Program; *Texas Tech University

The Texas Academic Skills Program (TASP) assessment of basic skills for college was mandated by the Texas legislature in 1987. Students in Texas public colleges and universities that fail a section of the test--reading, writing, or mathematics--must attend remedial courses until they can pass all sections. They may not enter upper division courses until these standards are met. In 1989 nearly 8,000 college and high school students participated in the first administration of the TASP. Despite predictions of high failure rates based on the experience of Florida State, 81% of students passed all sections of the test, including 87% of Anglos, 59% of Blacks, and 69% of Hispanics. The results triggered a research project to track the success rates of minority students. This report presents statistics on 14 administrations of the TASP at Texas Tech University during 1989-1991. Results are broken down by administration date, subject, gender, and ethnic group (Anglo, Black, Hispanic, and other). Highlights include: (1) failure rates in reading were very low; (2) females in all ethnic groups had highest failure rates in mathematics, while males in all ethnic groups had highest failure rates in writing; and (3) Hispanic male freshman scored higher than their female counterparts, while the opposite was true for Black students. This document contains descriptive data tables and 12 references. (SV)

ED 338 472   RC 018 395

Bina, Clarence A.
The Bonfire of the Buffalo Commons: A Multicultural View from the Mid-Continent.
SPONS. AGENCY- Mid-Continent Regional Educational Lab., Aurora, CO.
PUB DATE- Oct 91
NOTE- 42p.; Paper presented at the Regional Equity Consultation Meeting of the Midcontinental Regional Educational Laboratory (Aurora, CO, October 5-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

used by any school administrator, teacher, staff person, student and/or parent willing to provide leadership, generate enthusiasm, and publicize the program. By combining traditional lessons with the actual practice of waste reduction and recycling, students can apply their classroom skills to solve real-life problems. In developing this guide, the Indiana Department of Education is responding to a need identified by the General Assembly, communities, and schools to educate children about the waste problem and to provide workable solutions. The guide is divided into 13 sections: (1) "Reasons for Waste Reduction"; (2) "Steps for Starting a School Waste Reduction Program"; (3) "Source Reduction Options"; (4) "Purchasing Recycled Materials"; (5) "Packaging"; (6) "Trash Trivia"; (7) "Paper Trivia"; (8) "Facts" (what the U.S. recycles each year and the energy and money saved); (9) "Activities"; (10) "Award Winning Recycling Programs Currently in Operation"; (11) "1990 NEED Youth Awards for Energy Achievement Involving Recycling"; (12) "Resources for Recycling"; and (13) "Glossary of Recycling Terms." The three activities, which cover social studies, science, and mathematics topics, include a list of needed materials, directions, and questions. (Author/KR)

ED 338 490 SE 052 313

Roschelle, Jeremy
MicroAnalysis of Qualitative Physics: Opening the Black Box.
PUB DATE- 4 Apr 91
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Concept Formation; High Schools; *Learning Processes; *Misconceptions; *Physics; Science Curriculum; Science Education
IDENTIFIERS- *Constructivism

The nature of qualitative understanding and associated learning processes in the context of a computer simulation called the "Envisioning Machine" (EM) are investigated. The questions focused on in this paper include the following: What sorts of knowledge do students' construct? What role does prior knowledge play in the construction of new knowledge? How does students' knowledge compare to scientists' knowledge? The researcher argues that students construct three kinds of knowledge through their experiences with the EM: registrations, qualitative cases, and p-prims (generative metaphors). Students' registrations are ways of carving up the simulation into parts, labelling part, and selecting some labelled part for attention. Students' qualitative cases are schema composed of qualitative associations that share applicability conditions. Students construct integrative explanations by applying p-prims to the features they register. An example of student dialogue that strongly suggests progress towards an understanding that occurred during a session with EM is included and is referred to throughout the paper. Some recommendations for curriculum and teaching and a list of 40 references are included. (KR)

ED 338 491 SE 052 316

Piburn, Michael D.

plants; (5) examination of rocks; (6) learning about soil; (7) understanding water habitats; (8) experiences with trees; (9) awareness of the water cycle; and (10) weather observations and predictions. The last section contains an extensive list of both curriculum and program resources. (JJK)

ED 338 509   SE 052 648

Save Our Streams and Waterways.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Conservation (Environment); *Conservation Education; Curriculum Development; Elementary Secondary Education; Environmental Education; *Instructional Materials; *Interdisciplinary Approach; Language Arts; Mathematics Skills; Natural Resources; *Resource Materials; Scientific Concepts; Scientific Methodology; Social Studies; Water Pollution; *Water Quality; Water Resources
IDENTIFIERS- *Environmental Concepts; Environmental Education Programs; Environmental Issues; *Izaak Walton League of America

Protection of existing water supplies is critical to ensuring good health for people and animals alike. This program is aligned with the Izaak Walton League of American's Save Our Streams program which is based on the concept that students can greatly improve the quality of a nearby stream, pond, or river by regular visits and monitoring. The introduction explains how this classroom program has been correlated with Indiana State proficiencies across several curricular domains. The program is outlined as follows: (1) the objectives of the Save Our Streams and Waterways activities; (2) the teacher background notes containing the rationale and the purpose of the program; (3) more than 30 student activities suitable for individuals or small groups; (4) extensions of the previous activities designed to promote community awareness and involvement; (5) a vocabulary list; (6) a resource list of Indiana state agencies; and (7) appendices that contain a stream quality survey form, an insect counting guide which is useful for monitoring stream water quality, and a listing of the Izaak Walton League chapters within the state of Indiana. (JJK)

ED 338 510   SE 052 649

International Agri-Awareness.
PUB DATE- 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Consumer Economics; Elementary Secondary Education; Environmental Education; Exports; Instructional Materials; *Interdisciplinary Approach; International Relations; *International Trade; Language Arts; Mathematical Concepts; Mathematics Skills; *Resource Materials; Scientific Concepts; Scientific Methodology; Social Studies
IDENTIFIERS- Corn; *Environmental Awareness; Environmental Concepts; Hogs; Indiana; *International Agricultural Education;

EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Foreign Countries; Foreign Culture; *Social Studies; Travel; Young Children
IDENTIFIERS- *South America

Part of an international series of amply illustrated, colorful, small-sized books for children ages 5 to 10, this volume is designed to enhance learning and serve as an educational resource. The history, geography, customs, people, flora, and fauna of the countries of South America are described. Illustrations appear throughout the book. (DB)

ED 338 532 SO 021 641

Adelman, Clifford
Women at Thirtysomething: Paradoxes of Attainment.
PUB DATE- Jun 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Career Choice; *Educational Benefits; Educational Mobility; Educational Opportunities; Educational Policy; Educational Research; *Education Work Relationship; Employment Opportunities; Employment Potential; *Females; Higher Education; High Schools; Longitudinal Studies; Outcomes of Education; Relevance (Education); *Sex Bias; Sex Differences; Sex Role; Social Science Research; Tables (Data); *Womens Education
IDENTIFIERS- *National Longitudinal Study High School Class 1972

Based on information beginning with the National Longitudinal Study of the High School Class of 1972, this study describes the educational careers and labor market experience of women in the class of 1972 through the time they were 32 years old. Women's academic performance in high school was far stronger than that of men, yet, at the same time, both their educational aspirations and plans were lower than those of men. Nonetheless, they continued their education after high school at the same rate as men, were rewarded more scholarships for postsecondary education, and completed college degrees faster than did men. Women's grade point averages in college were higher than men's no matter what field they studied. As a result of their undergraduate achievements, the educational aspirations of women changed considerably, with dramatic increases aspiring to graduate degree. From age 18 to age 32, the women of the class of 1972 developed more positive attitudes toward education than did men, and came to believe that they truly benefited from schooling. These benefits, however, did not hold up in the labor market, where evidence of women's superior educational performance and commitment was discounted. Between age 25 and 32, for example, a much higher percentage of women than men experienced genuine unemployment, no matter what degree they earned. In only 7 of 33 major occupations did women achieve pay equity with men. Despite the discouraging pattern of earnings differentials, more women than men found their education relevant to their work, and, among bachelor's degree holders, more women than men came to work "a great deal" with ideas, the engine of an information economy. Women also took a more positive attitude than men toward working conditions, relationships on the job, and development

van Buuren, L.
A Study of Quantity in Mestreechs.
PUB DATE- Jul 91
NOTE- 31p.; In: "Grammatical Phonetics: Studies in Honour of Jack Carnochan" (see FL 019 768).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Dutch; Foreign Countries; *Language Patterns; Language Research; Linguistic Theory; *Regional Dialects; Uncommonly Taught Languages
IDENTIFIERS- *Netherlands (Maastricht)

Mestreechs, the dialect of Dutch spoken in Maastricht, the Netherlands, is analyzed for patterns of phonological duration or quantity. Two forms of prosody, hard (H) and slurred (S), are distinguished and their distribution is examined, making reference to previous research on Dutch phonology and on the realization of prosody in Northern European languages. First, overall patterns in the phonology of Mestreechs are outlined. Consonant and vowel inventories are presented and word types are distinguished, based on the vowel system in stressed syllables. The distribution of prosodies among the word types is then described. Nouns, verbs, and adjectives in one of the categories are discussed in greater detail, and the ways in which words in two related categories vary are examined briefly. Subsequently, prosodic contrasts in a fourth category of words are described. A brief bibliography is included. (MSE)

ED 338 073   FL 019 781

Dialog on Language Instruction, Volume 4, Numbers 1 and 2, 1987.
PUB DATE- 87
NOTE- 188p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Class Activities; Classroom Environment; Classroom Techniques; *Communicative Competence (Languages); Competition; Cultural Awareness; Educational Change; Educational Objectives; Educational Strategies; Educational Technology; Elementary Secondary Education; Games; Grammar; Instructional Materials; *Language Research; Nonverbal Communication; Reading Instruction; *Second Language Instruction; Sociocultural Patterns
IDENTIFIERS- *Defense Language Institute CA; *Fossilized Language; Trivial Pursuit

This document consists of the two issues of "Dialog on Language Instruction" (DLI) published during 1987. The following articles appear in these issues of this "occasional" internal publication: "Foreign Language Technology in the 21st Century" (Frank Otto); "Cultural Distance and the Foreign Language Teaching/Learning Process" (Mehmet A. Cicekdag); "Communicating with More Than Words" (Yildiray Erdener); "Goals and Objectives in Foreign Language Teaching" (Lidia Woytak); "Research at DLI" (John Lett); "Social Conventions in the Foreign Language Classroom" (Foazi Y. El-Barouki and others); "Avoiding Fossilization in Communicative Approaches" (Tracy David Terrell); "Teaching Reading in the Foreign Language Classroom" (Heidi Byrnes); an interview with Robert M. Gagne (Lidia Woytak); "Teaching without Texts" (Rene de Barros); and "Trivial Pursuit as a Language-Learning Game" (William M. Bueler). Conference summaries, program reports and announcements, book reviews, and professional notes are also included. (MSE) of three to six numerical problems and one word problem. The grade 7 exercises are somewhat longer than the grade 6 exercises. Designed for use in a middle school French immersion program, the materials are entirely in French. Math areas covered include basic arithmetic, fractions (grade 6), rounding, calculating money, estimating, plane geometry, and, for grade 7 only, factors. (MSE)

ED 338 096 FL 019 839

Integrating Language and Content Instruction, K-12. An E.S.L. Resource Book. Volume I. Theoretical Framework and Sample Lessons.
PUB DATE- 86
NOTE- 202p.; For Volume II, see FL 019 840.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; *Curriculum Development; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Language Processing; Language Skills; Lesson Plans; *Second Language Instruction; Teaching Guides; Teaching Methods; Thinking Skills
IDENTIFIERS- *Content Area Teaching

A two-volume resource book addresses the particular needs of English as a Second Language (ESL), English language center, and transitional skills teachers. The volumes are designed to help meet the language and educational needs of ESL students in British Columbia. Volume I provides a framework for the design of language instruction as part of subject area lessons. It illustrates the use of the framework by including lessons from a wide range of subject areas, including social studies, mathematics, consumer education, foods and nutrition, science, writing, and art. Topics covered include: (1) thinking skills (e.g., taxonomy of skills, cause and effect reasoning, and thought and language); and (2) language skills (e.g., particular styles, processing of discourse, language structure to express thinking processes, and special vocabulary). Extensive examples are given. Contains approximately 70 references. (LB)

ED 338 097 FL 019 840

Integrating Language and Content Instruction, K-12. An E.S.L. Resource Book. Volume II. Resources for Integrating Language and Content Instruction, K-12.
PUB DATE- 86
NOTE- 391p.; Annotated by Carol Thew and Patricia Wakefield. For Volume I, see FL 019 839.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Language Processing; Language Skills; *Resource Materials; *Second Language Instruction; Teaching Methods; Thinking Skills
IDENTIFIERS- *Content Area Teaching

A two-volume resource book addresses the particular needs of English as a Second Language (ESL), English language center, and transitional skills teachers. The volumes are designed to help meet the language and educational needs of ESL students in British Columbia. Volume II includes a large section of

Most lessons have five parts: pre-reading, information, reading, testing skills, and review. The 25 chapters cover the following subjects: introduction to government; the Constitution; executive branch; election process; legislative branch; judicial branch; checks and balances; state government; and local government. Study questions, notes to instructors, a vocabulary index, and an answer key are appended. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 338 117 FL 800 423

Stromquist, Nelly P.
Women and Literacy: Promises and Constraints.
PUB DATE- Oct 90
NOTE- 28p.; Paper presented at the International Conference on World Literacy in the Year 2000 (Philadelphia, PA, October 4-7, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Literacy; Developing Nations; Educational Policy; *Females; Foreign Countries; Government Role; *Illiteracy; Sex Discrimination; *Social Change; Social Problems
IDENTIFIERS- International Literacy Year 1990

By the year 2000, it is estimated that there will be 1 billion illiterates, 98% of whom will be in developing regions. Oral traditions and the preponderance of local languages and dialects are among the reasons the situation is so widespread. Illiteracy is linked to contextual factors in which social class distinctions, linguistic affiliations, general levels of socioeconomic development, and marginalization of certain groups play important and mutually supportive roles. However, women comprise more illiterates, representing 63% of all illiterates in 1983, up from 58% in 1960. The subordination of women is related to the sexual division of labor and the control of women's sexuality, which in turn affect women's participation in literacy programs. Illiteracy is also higher in rural areas, again related to the sexual division of labor. Various international studies are reported that document the benefits of literacy for women, and constraints of existing literacy programs are discussed. Implications of the International Literacy Year are described. It is concluded that efforts to enable poor and marginal women to become literate will need the pressure of people committed to large-scale social change. Contains 29 references. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 338 118 HE 024 793

Fincher, Cameron
Assessment, Improvement, and Cooperation: The Challenge of Reform in Higher Education.
PUB DATE- 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Curriculum Development; Educational Change; *Educational Cooperation; Educational Objectives; *Educational Policy; *Higher Education; *High Schools; *Outcomes of Education; Policy Formation; Secondary Education; Two Year Colleges; *Undergraduate Study; Universities

discussions include the criteria for selecting tutors, tutor evaluation, Learning Assistance Center workshops, and an examination of the campus resources available to the Learning Assistance Center. The program brochure is included. (GLR)

ED 338 137 HE 024 978

Branch, Robert; And Others
A Systems Approach to Selecting an Internship.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decision Making; Educational Planning; Evaluation Methods; *Field Experience Programs; Goal Orientation; Higher Education; *Internship Programs; Job Placement; Organizational Climate; Skill Development; Student Educational Objectives; *Student Improvement; Student Placement; *Systems Approach

This paper presents a model for use by college students and their advisors as they consider an off-campus internship within business or industry as part of a degree program. The following six components of the systems model as applied to internships are explained: (1) identifying student career goals; (2) investigating potential host environments; (3) reviewing selective intern positions; (4) developing the terms of the internship; (5) participating in the internship; and (6) doing a post-internship review. Also briefly reviewed are basic rules students can use to determine the appriateness of a potential placement. These strategies include taking personal inventory of personal strengths and weaknesses, listing personal goals or experiences desired from the internship experience, sharing these with managers and supervisors, and researching the host organization's structure and operations. It is noted that a systematic investigation of the benefits of an internship as well as common caveats can increase the potential for a successful match between the goals of the individual and the mission of the host organization. (GLR)

ED 338 138 HE 024 979

College and University Distribution of Employees by Racial/Ethnic Category and Gender: New York State, 1989-90.
PUB DATE- Sep 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - General (130)
DESCRIPTORS- *Administrators; *College Faculty; Colleges; *Ethnic Distribution; Females; Full Time Faculty; Higher Education; Males; Managerial Occupations; Part Time Faculty; Private Colleges; Professional Occupations; Proprietary Schools; *Racial Distribution; *Resource Staff; State Universities; Statistical Distributions; Universities
IDENTIFIERS- New York

This report consists for the most part of 39 tables of statistics that break out ethnic, racial, and gender distributions in various occupational categories found within New York State colleges and universities during the 1989-90 academic year. Data are given for two- and four-year institutions in the

Using agency theory, this paper analyzes schools, particularly career schools, in the Stafford Loan Program for student incentive to graduate and pay off their loans. Agency theory focuses on the roles of information and incentives when a principal and an agent cooperate with respect to the utilization of resources. The analysis examines the incentives provided by the principal, the Federal Government, for its agent, the career school. The financial structure of a school and the current financial aid program are modeled and show that the student loan programs can cost approximately $120,000 per 100-student school annually. This analysis also shows that the current system encourages schools not to be selective, not to exert any special recruitment effort, and to increase their capacity to enroll large numbers of students they believe are unqualified. An alternative structure is shown using agency theory and introducing parameter values that maximize both the agent's and principal's interests. This system would reward schools for selection effort and minimize costs to the government. A numerical example of the alternative structure applied to a hypothetical school is included. Also included are 13 references and 1 table. (JB)

ED 338 158 HE 024 999

Brodsky, Stanley M.
Campus Seminars/Workshops on Strategies for Retention of Women & Minorities in Associate Degree Science & Engineering-Related Programs.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Oct 91
NOTE- 65p.; For a related document, see HE 025 000.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; *Engineering Education; Faculty Development; *Females; Higher Education; *Minority Groups; *School Holding Power; *Science Education; Student Recruitment; Teacher Workshops
IDENTIFIERS- City University of New York Coll of Staten Island; City University of New York Hostos Community Coll; City University of New York Kingsborough Comm Coll

This report describes a program which provided on-campus seminars and workshops at the College of Staten Island, Kingsborough Community College, and Hostos Community College in New York. The program was designed to improve recruitment and especially retention of women and minorities in associate degree science and engineering-related programs. National and local indications of need were reviewed and project objectives stated. Each of the events was jointly planned with key campus personnel and configured to local needs. In each case expert presenters provided direct formal and informal communication with the participants, and specially assembled kits of materials were distributed. In addition, student/alumni panels were included in two of the seminars. Follow-up efforts in encouragement, advice, and technical assistance were provided as needed. Evaluations of the events were done using forms completed by participants. The participants (N=14, N=18, and N=24, respectively) gave the program an overall positive rating. In addition a draft document entitled "Behavioral Instructional and Departmental Strategies for Retention of College Students in Science, Engineering or Technology Programs" was distributed at each event and responses solicited. A seven-item bibliography, evaluation summaries, lists of registrants, lists of materials distributed, and

in the Following Disciplines/Major Fields: Engineering; Foreign Languages; Geology; Home Economics; Letters; Library and Archival Sciences; Life Sciences; Mathematics; Multi-Interdisciplinary Studies; Music; Nursing; and Philosophy and Religion.
PUB DATE- Oct 91
NOTE- 197p.; For other volumes in this set, see HE 025 018-020.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Biological Sciences; *College Faculty; Comparative Analysis; Departments; Engineering; Full Time Faculty; Geography; Geology; Higher Education; Home Economics; *Intellectual Disciplines; Interdisciplinary Approach; Library Science; Literature; Mathematics; Music; Nursing; Private Colleges; Public Colleges; Second Languages; *Teacher Salaries; *Trend Analysis

This volume provides comparative data for faculty salaries in public and private colleges, based on an annual survey of over 700 colleges and universities. Data cover the following disciplines: Engineering; Foreign Languages; Geological Sciences; Home Economics; Letters; Library and Archival Sciences; Life Sciences; Mathematics; Multi-Interdisciplinary Studies; Music; Nursing. Presented for each discipline is a summary of the overall average salary increase between the baseline year of 1986-87 and the year 1989-90, for both state and private institutions. Data from institutions participating in both years are compared with each other and with the consumer price index. Also included are average salaries by rank and the faculty mix percentage as well as comparisons with other disciplines. The participating institutions are listed. (JB)

ED 338 178 HE 025 020

Howe, Richard D.; And Others
Salary Trend Studies of Faculty for the Years 1986-87 and 1989-90 in the Following Disciplines/Major Fields: Physical Education; Physical Sciences; Physics; Political Science and Government; Psychology; Reading Education; Sociology; Special Education; Speech Pathology/Audiology; Student Counseling and Personnel Services; and Visual and Performing Arts.
PUB DATE- Oct 91
NOTE- 178p.; For other volumes in this set, see HE 025 018-019.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Comparative Analysis; Counseling; Departments; Full Time Faculty; Higher Education; *Intellectual Disciplines; Physical Education; Physical Sciences; Physics; Political Science; Private Colleges; Psychology; Public Colleges; Reading Instruction; Sociology; Special Education; Student Personnel Services; *Teacher Salaries; *Trend Analysis; Visual Arts

This volume provides comparative data for faculty salaries in public and private colleges, based on an annual survey of over 700 colleges and universities. Data cover the following disciplines: Physical Education; Physical Sciences; Physics; Political Science and Government; Psychology; Reading Education; Sociology; Special Education (General); Student Counseling and Personnel Services; and Visual and Performing Arts. Presented for each discipline is a summary of the overall average salary increase between the baseline year of 1986-87 and the year 1989-90, for both state and private institutions.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Students; Community Services;
  *Extracurricular Activities; Higher Education; *Human Services;
  Program Descriptions; Program Evaluation; Reports; School
  Community Relationship; State Legislation; State Universities;
  *Student Volunteers
IDENTIFIERS- California State Postsecondary Education Comm;
  California State University; *Human Corps Programs CA;
  University of California

This report reviews the origins of the Human Corps concept, discusses the Human Corps activities of the University of California and the California State University over the past year (1991), and offers two recommendations concerning future reporting requirements related to this program. The recommendations are: (1) the University of California and the California State University shall not be required to conduct an interim survey of Human Corps participation in 1991, unless the State provides funding for such a survey; and (2) Commission staff and representatives from the University and the State University shall meet with appropriate representatives of the Legislature to discuss future reports related to the Human Corps program, given the availability of State funding. The first recommendation is due to fiscal restrictions at both the schools and the State; the second is in response to the possible costly nature of the final comprehensive evaluation of Human Corps activities due from the Commission in 1994. Appendices (over 90% of the report) contain documents from the State University and the University of California that describe Human Corps activities on the various campuses as well as overall student participation. Contains four references. (GLR)

ED 338 198 HE 025 041

Shortening Time to the Doctoral Degree. A Report to the Legislature and the University of California in Response to Senate Concurrent Resolution 66 (Resolution Chapter 174, Statutes of 1989).
PUB DATE- Dec 90
NOTE- 227p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Comparative Analysis; Degree Requirements; Degrees
  (Academic); *Doctoral Degrees; Doctoral Dissertations;
  *Doctoral Programs; Enrollment; Ethnic Groups; Higher
  Education; Influences; Minority Groups; *Program Improvement;
  State Legislation; *State Universities; Student Attrition;
  *Time on Task; Trend Analysis
IDENTIFIERS- California State Postsecondary Education Comm;
  *University of California

This report responds to the California State Legislature request to examine the time needed to complete a doctoral degree and make recommendations relative to methods of increasing the rate of progress toward receiving doctoral degrees through the University of California without compromising the integrity of the academic process. The report outlines recent trends on attrition and time to the doctoral degree both nationally and at the University of California, as well as factors that appear to contribute to student attrition and lengthy time required to complete the doctoral degree requirements. However, the report does not offer recommendations on how these trends might be reversed or how these factors can be overcome. In addition, the

Use; (8) Partners in Learning; (9) Administrative Uses of Technology; and (10) Evaluation and Accountability. This section, which makes up the greater part of the proceedings, includes both the initial information provided to the groups and their recommendations. A list of panel members with information on their professional backgrounds and a list of summit participants organized by task group conclude the report. A press release for the summit, a discussion of themes from the work group reports, and brief articles from EDCAL (Association of California School Administrators) and the FarWest Focus (Far West Laboratory for Educational Research and Development) are appended. (DB)

ED 338 216 IR 015 241

Best, Anita, Ed.; And Others
The 1990-91 Educational Software Preview Guide.
PUB DATE- 91
NOTE- 202p.; Developed by the Educational Software Evaluation Consortium (Tempe, AZ, March 14-17, 1991). For the 1988-89 edition, see ED 313 011.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; Computer Graphics; Computer Software Evaluation; *Computer Software Reviews; *Courseware; Elementary Secondary Education; Hypermedia; Language Arts; Mathematics Instruction; *Microcomputers; Multimedia Instruction; Problem Solving; Science Instruction; Second Language Instruction; Social Studies

Developed to help educators locate microcomputer software programs they may want to preview for students in grades K-12, this guide lists commercially available microcomputer software programs that have been favorably reviewed by members of the Educational Software Evaluation Consortium. Programs are arranged alphabetically by title within curriculum areas: art; business education; computers; electronic periodicals; health; instructional tools (authoring system, classroom management, database, desktop publishing, graphics generator, instructional materials generator, spreadsheet, student study aid, telecommunications, and word processor); keyboarding; language arts; library media skills; mathematics (advanced, algebra, geometry/measurement, number, and statistics); multimedia; music; preschool/early childhood; problem solving/logic; science (biology, chemistry, earth science, environmental education/ecology, general science, physics, space science, and scientific method/lab equipment); social studies; tests and testing; vocational education/industrial arts; and world languages (French, German, and Spanish). Each entry includes the title, publisher, computer type(s), instructional modes, rating, grade levels, price, and a brief annotation. An alphabetical title list includes the publisher of each program. A list of consortium participants and a directory of publishers are also provided. (DB)

ED 338 217 IR 015 242

Taylor, Karen A.
An Annotated Bibliography of Current Literature Dealing with the Effective Teaching of Computer Programming in High Schools.

operating a preservation program for the Penn Library. The first goal of the project was to study the feasibility of an organizational plan that would put the preservation effort under the direction of a small internal staff who would contract out most of the preservation work. The second goal was to see if a strategic planning approach could be used to assist in designing a preservation plan for the Penn Library's collection that would consider local, regional, and national preservation programs as well as the needs of a single institution. The planning project was divided into nine specific tasks: (1) heighten staff and user awareness; (2) define the collections; (3) assess environment, storage, and security; (4) assess collection condition; (5) analyze existing user survey data; (6) analyze resources and costs; (7) define treatment options and costs; (8) define preservation selection criteria; and (9) develop a program management model. Information on the status of preservation at Penn Library prior to the project is provided as a basis for judging how a similar project might work in another institution, and special aspects of the planning process are discussed, including the consultant-driven planning model, preservation selection, and evaluation of the planning effort. Activities associated with the first attempts to work out service arrangements with The Conservation Center for Art and Historic Artifacts (CCAHA) and The MicrogrAphic Preservation Service (MAPS) are described. Microfilming, color microfilming, and microreproduction techniques are explained as they are currently used by MAPS to reformat fragile materials, and library contacts with mass treatment, photocopying, and library binding services are briefly described. Finally, a working model for a service-contracted preservation program is proposed that includes research and analysis, goal-setting, strategic planning, and operational planning. (DB)

ED 338 235 IR 015 276

Stone, Athena A.; Whitson, Randolph L.
The Evolution of Automated Reference Services at UTC.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Libraries; Computer Networks; Computer Software; Databases; Fees; Higher Education; Integrated Library Systems; Librarians; *Library Automation; *Library Instruction; *Online Searching; *Optical Data Disks; Reference Materials; *Reference Services; Staff Development; User Needs (Information)
IDENTIFIERS- *Search Intermediaries; *University of Tennessee Chattanooga

This review of the evolution of reference services in the library of the University of Tennessee at Chattanooga begins with background information on the university and a brief description of the library's holdings and services. The mission of the library is stated, and it is noted that automation began with internal technical operations in 1983. Services provided by the reference department are then discussed, and it is pointed out that, in addition to providing the more traditional reference services, reference librarians are also responsible for an increasing number of automated reference services. These services include accessing and, in some cases, training users to access, a variety of electronic databases, including the online catalogs of other universities, online databases

IDENTIFIERS- *Kellogg Project NY; Workstations

This manual is designed to supply background information for Kellogg Library and Archive Retrieval System (KLARS) processors and others who might work with the system, outline detailed policies and procedures for processors who prepare and enter data into the adult education database on KLARS, and inform general readers about the system. KLARS is described as a computerized information system that digitizes and stores electronic facsimiles of paper documents on optical Write-Once-Read-Many (WORM) disks and, through the use of optical character recognition (OCR) technology, allows researchers to retrieve image and text data through full-text searching. Designed for archival research, KLARS handles both facsimile images of document pages and machine-readable text, giving researchers multiple ways of accessing documents. The manual is divided into five sections: (1) An Overview of KLARS; (2) KLARS Hardware and Software; (3) Collection Processing (e.g., archival processing overview, cataloging and creating Research Library Information Network records); (4) Preparing Data For and Entering Data Into the KLARS Database (e.g., collection records, set records, person vita, organization vita, object vita); and (5) Managing Document Capture Work, Directories, and Lists (e.g., updating KLARS files, maintaining quality work on KLARS, backing up data). Authority lists, a data dictionary, an abridged description of the adult and continuing education research collection, and the document capture glossary are appended. The project, which was funded from 1986 to 1991, has ended and the original version of KLARS is no longer operational. (MAB)

ED 338 256 IR 053 787

Oddy, Elizabeth Carley

Kellogg Library and Archive Retrieval System (KLARS): Design and Development. Technical Report No. 6.

PUB DATE- Aug 91

NOTE- 44p.; For a related document, see IR 053 786.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Information; *Adult Education; *Archives; *Computer System Design; Database Design; *Full Text Databases; Higher Education; Hypermedia; Information Networks; *Information Retrieval; *Information Storage; Information Systems; Optical Disks; Optical Scanners; Records Management

IDENTIFIERS- *Kellogg Project NY

This report provides a brief history of the design and development process that the Syracuse University Kellogg Project followed in creating the Kellogg Library and Archive Retrieval System (KLARS), an information storage and retrieval system designed to computerize archival research. This system was developed to preserve, organize, and facilitate access to Syracuse University's extensive English-language research collection of original resources on adult education, including manuscripts and archival documents, photographs, audiotapes, slides, and films. The report includes discussions of the issues faced during the design phase, a description of the system itself and its hardware and software, an outline of the project's solution to the problem of finding images of interest among the many images stored, and a description of the move to MacKLARS, a HyperCard adaptation of the KLARS system. The report concludes with a summary of the problems, contributions, on average, responding institutions offered seven telecourses per semester; (5) four major telecourse producers accounted for 82% of the total reported use of telecourses; (6) the average telecourse enrollment was 46.8 students; (7) in over 99% of the telecourses, students were eligible for equivalent credit to on-campus courses; and (8) in 1989, 61% of the uses of telecourses utilized broadcast television. (PAA)

ED 338 275 JC 910 484

Verifying Factors Related to Persistence with an Emphasis on Minority Students. Project Report.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- Sep 91
NOTE- 31p.; Project supported by funds from the Carl D. Perkins Vocational Education Act (VEA 152-91-1873).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Environment; Community Colleges; Comparative Analysis; Dropout Research; *Enrollment Influences; Literature Reviews; *Minority Groups; Predictor Variables; *Proprietary Schools; Questionnaires; Student Characteristics; Student College Relationship; Two Year Colleges; Withdrawal (Education)

A study was conducted to determine whether factors found to be related to student persistence in public and independent two-year colleges (i.e., positive college environment, realistic student expectations for career and education, and a sense of belonging) were generalizable to the proprietary sector. Three proprietary institutions in New York served as research sites: Bryant-Stratton, Buffalo; Utica School of Commerce, Utica; and Monroe Business College, Bronx. Data on student characteristics, the academic environment, goal and commitment factors, and student-college relations were gathered by questionnaires and on-site interviews with over 275 students, faculty, and staff. Study findings including the following: (1) compared with the public/independent college sample, more students in the proprietary schools tended to be female, from families with low incomes, job-oriented, and enrolled due to familiarity with the institution; (2) the primary goal of the proprietary students was to obtain employment and/or go into their own business; (3) when asked why they had persisted when many of their colleagues had not, respondents stressed individual determination and goal commitment; (4) 86.6% of the proprietary students indicated a sense of belonging with respect to their school, with credit generally given to a friendly helpful staff and supportive faculty; and (5) site visits revealed that proprietary schools placed a greater emphasis on creating a positive college environment and sense of belonging than community and independent colleges. Findings regarding persistence influences were validated through a follow-up study of non-persisters and continuing persisters from the public/independent school samples, who were also compared with the proprietary school sample. Where appropriate findings related specifically to minority students are highlighted. The follow-up survey is attached. (JMC)

ED 338 276 JC 910 489

Winter, Gene M.; And Others
Recommendations and Strategies for Addressing Comprehensive

and internally, imminent danger to human life, working with minors, privileged communication, subpoenas, and child abuse and required action. Part III discusses aspects of recordkeeping and provides samples of various forms. Part IV examines the student code of conduct and the scholastic ethics code, and discusses the use of the consulting and the counseling functions in therapy. Part V discusses procedures for counseling students who have sexual harassment and/or discrimination complaints. Section VI discusses the relationship of the counselor with the campus police while part VII reviews referral procedures and community resources. Part VIII presents detailed information on counselor assistance to students in crisis and students in distress, examining issues of disruptive behavior; depression; suicide risk, assessment, and intervention; psychotic behavior; drugs and alcohol; and homicidal clients. Part IX presents supplemental information including charts on sexual harassment and the stages of suicide, while part X provides references and a memorandum from PCC's attorney on the legal aspects of confidentiality. (PAA)

ED 338 292   JC 910 510

Carpenter, Don A., Ed.
Focus: A Forum on Teaching and Learning in Utah Community Colleges. Volume IX, 1991.
PUB DATE- Oct 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adjunct Faculty; *Community Colleges; Curriculum Development; Experiential Learning; Instructional Improvement; *Instructional Innovation; Learning Theories; Literature Appreciation; Program Descriptions; Role of Education; *Teaching Methods; Teaching Styles; Two Year Colleges; Womens Studies
IDENTIFIERS- *Utah

Originally designed as a vehicle for presenting all arguments regarding the creation of a community college system in Utah, "Focus" currently seeks to promote originality, innovation, and needed changes in the state's two-year colleges. The 1991 issue of this annual journal includes the following articles: (1) "Access, Quality and University Centers: Ongoing Tension in the Higher Education Agenda," by Don A. Carpenter, which discusses the problems inherent in balancing high quality education with open access; (2) "A Review of 'Focus': Past and Present," by Susan Burdett, which reviews the content and achievements of the journal over the past 10 years; (3) "Shared Learning," by Sharon L. Staples, which examines issues of faculty responsibility and student accountability; (4) "Unlearning in Order to Learn: Enhancing the Learning Environment," by Liz Montague, which discusses ways in which instructors may ignite the creative process in their students; (5) "The Functions of Literature: Primacy of Pleasure," by Edwin P. Reber, which conveys the value of literature; (6) "Teaching Social Sciences in Southeastern Utah," by Bob McPherson, which describes experiential learning at a college with meager library and reference facilities; (7) "Is the Curriculum Dead (or Just Comatose)? Humanities Course Options for Community Colleges," by Michael Kowalski, which presents suggestions for curriculum diversity in the Utah community colleges; (8) "Adjunct, Not Add Junk," by Brenda Bensch, which discusses the traditional and current roles of two-year college adjunct faculty; (9) "The Authority of Experience: Learning in the Introductory Women's

Promotion; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- California Teachers Association; National Education Association; *NEA Contracts; San Joaquin Delta College CA

The collective bargaining agreement between the San Joaquin Delta Community College District Board of Trustees and the San Joaquin Delta College Teachers Association/California Teachers Association/National Education Association is presented. This contract, covering the period from July 1987 through June 1990, deals with the following topics: bargaining agent recognition; definition of terms; negotiation procedures; non-discrimination; bargaining agent rights; professional dues or fees and payroll deductions; dispute settlement procedures; leaves of absence; employee benefits; working conditions; personnel files; college calendar; holidays; transfers; evaluation of faculty; workload; salaries; hourly compensation; extra duty compensation; substituting; travel; reduced service partial retirement plans; unit stability; maintenance of benefits; statutory changes; miscellaneous conditions; public charges; rights and responsibilities; and savings clause. Appendixes provide the salary schedules; travel and mileage information; the college calendar; extra duty compensation guidelines; evaluation criteria; grievance and affirmative action appeal forms; a health care cost computation table; and Cobra health care information. (PAA)

ED 338 311   JC 910 534

Agreement between Los Rios Community College District and Los Rios College Federation of Teachers (Local 2279, American Federation of Teachers, AFL-CIO), July 1, 1987-June 30, 1990.
PUB DATE- 87
NOTE- 75p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; California Teachers Association; Los Rios Community College District CA; National Education Association

The collective bargaining agreement between the Los Rios Community College District Board of Trustees and the Los Rios College Federation of Teachers/California Teachers Association/National Education Association is presented. This contract, covering faculty at American River College, Cosumnes River College, and Sacramento City College, applies to the period from July 1, 1987 through June 30, 1990. Its provisions deal with the following topics: bargaining agent recognition; salaries; fringe benefits and retirement; leaves with pay; leaves without pay; workload; academic calendar; faculty evaluation; assignment of personnel; seniority; conferences and travel; work environment and safety; personnel files; governance; academic senate; non-discrimination; academic freedom; grievances; bargaining agent and management rights; savings clause; and contract ratification and duration. Appendixes provide information on salaries for 1987-88 and 1988-89; coaching load assignments and stipends; department spokesperson stipends; post-retirement employment and health

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- American Indians; *Behavior Problems; Canada Natives; Child Abuse; *Child Caregivers; Child Neglect; Classroom Environment; *Day Care; *Family Problems; Foreign Countries; *Inservice Teacher Education; Play Therapy; Preschool Education; Staff Development; Stress Variables
IDENTIFIERS- Canada; *Crisis Child Care; *Developmentally Appropriate Programs

A practicum designed to strengthen and expand day care staff members' knowledge about working with preschool children from crisis families had the following goals: (1) to provide staff with information about children in stressful situations; (2) to help staff recognize child behaviors that call for special attention; (3) to help staff implement appropriate play programs for their clients; and (4) to encourage staff to provide an understanding and warm atmosphere for the children. Fifteen staff members at a child crisis center for mainly Native American children in western Canada participated in a four-session in-service training program that dealt with the children's problem behaviors. These included aggressive, withdrawn, developmentally delayed, unusually sensitive, and overly friendly behaviors. Analysis of data revealed that the staff did learn about the problem behaviors, and observation showed that they learned to respond appropriately to such behaviors as well, mainly by encouraging developmentally appropriate play activities for each child and by interacting in ways that respected the child's culture and problems. Participants felt the training program was worthwhile. It has been continued at the center and may be initiated at similar locations in the area. A list of 60 references, as well as related program materials, are appended. (SAK)

ED 338 331 PS 019 775

Patton, Richard H.; And Others
Addressing the Needs of St. Louis Children At Risk. A Report to the Community from Project Respond.
PUB DATE- Apr 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Child Abuse; *Child Advocacy; Child Health; Childhood Needs; *Community Action; Community Surveys; Delinquency; Dropout Prevention; Drug Abuse; Early Parenthood; Elementary Secondary Education; Family Environment; Foster Children; *High Risk Students; Models; Needs Assessment; Poverty; Preschool Education; *Program Development; Racial Discrimination; Social Services
IDENTIFIERS- Gangs; *Missouri (Saint Louis); *Project Respond MO

This document reports the findings of Project Respond, a program designed to develop a model for assessing and addressing risk to children in the St. Louis community. Section A concerns: (1) a definition of risk; (2) effects of profound sociological risk on children; (3) social and economic costs of sociological risk. In Section B, the Project Respond program and its research are described in terms of background; project strategy; initial operations; specific functions; and ongoing project operations. Section C presents a model for detailed assessment of risk, and covers the need for detailed assessment; the nature of the assessment model; the model's assumptions, measures, and norms; and technical notes on the analyzed by program and by sex. An introduction emphasizes that research should center on the child's perspective because modern early childhood education trusts the child and has become more child-centered. The introduction is followed by a literature review. For the study, Finnish children in grades 3, 4, and 5 wrote essays about their experiences in and memories of programs they attended in daycare centers, preschool, or family daycare. Descriptive language used in the essays were coded into seven categories: (1) basic care; (2) education; (3) caregivers; (4) peer relationships; (5) physical environment; (6) organization; and (7) the system. Both the content and tone of the descriptions were analyzed. Results illustrated that even though Finnish children's experiences in early childhood programs were mainly neutral, when the descriptions had an affective tone, it was more often positive than negative. In general, boys were more critical about early childhood programs than girls. The quality of children's experiences varied significantly according to the type of program. Appended are 23 references and 5 tables of quantitative data. (GLR)

ED 338 351 PS 019 883

Krackow, Elisa
Preschool Children's Memory for Repeated Changes in the Lunch Routine.
PUB DATE- Apr 91
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Change; *Memory; *Preschool Children; Preschool Education; Recall (Psychology); Recognition (Psychology)
IDENTIFIERS- *General Event Representation; *Routine Events

An experiment examined the possibilities that: (1) repeated deviations in a routine event become fused into the general event representation (GER) for that event; and (2) when deviations go unreported, it is because they have been forgotten. Preschool children were interviewed to get their script reports before and after repeated deviations in the lunch routine. During the second interview, they were asked questions about the changes. Although children's original scripts were not altered, they developed a new script that included the changes in the lunch routine. Children responded correctly to the positive change questions significantly more often than they were able to report change when asked for scripts. These results suggest that GERs are not easily altered, and when repeated deviations are not reported by preschoolers, it is not due to forgetting. Appended are five references and a table of quantitative data. (Author/GLR)

ED 338 352 PS 019 884

Cohen, Ruth N.
Shaping Tomorrow: The Servol Programmes in Trinidad and Tobago.
PUB DATE- 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; Adolescents; At Risk

Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention Span; *Conceptual Tempo; *Persistence; *Physical Activity Level; *Preschool Children; Preschool Education; Television Research; *Television Viewing
IDENTIFIERS- Banta Replacement Puzzle; Kansas Reflection Impulsivity Scale; Mister Rogers Neighborhood

This study tested the claim that television viewing reduces preschoolers' perseverance, increases their impulsivity, and induces restlessness. In the first of two laboratory visits with a parent, 328 5-year-olds were given the Peabody Picture Vocabulary Test. During the second visit, the parent completed the Parent Temperament Questionnaire and the child worked on the Banta Replacement Puzzle and the Kansas Reflection-Impulsivity Scale for Preschoolers (KRISP). Children were coded for time to first look away from the Banta, number of looks away, and total time on task. Between the visits, the parent completed a television viewing diary for the child. Programs listed in the diaries were divided by coders into 17 categories. Results indicated that there were no correlations between the perseverance measure of the Banta puzzle and children's viewing of programs in any of the 17 program categories. Nor were there any correlations between children's viewing and impulsivity measures from the KRISP. Total weekly amount of children's television viewing was positively associated with the level, frequency, and tempo of children's physical activity. A list of 24 references is included. (BC)

ED 338 371 PS 019 938

DeMonnin, Leona
COAP: Children of Alcoholic Parents. Curriculum.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 90
NOTE- 201p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcoholism; Anger; Child Welfare; *Curriculum Development; *Early Intervention; Emotional Development; Family Environment; *Family Problems; Nutrition Instruction; *Preschool Children; *Preschool Curriculum; Preschool Education; Relaxation Training; Safety; Self Esteem
IDENTIFIERS- *Children of Alcoholics

The Children of Alcoholics Project (COAP) offers a preschool curriculum designed to increase the survival skills of children of alcoholics and help these children adjust to problems in an alcoholic home. The program goals address cognitive, social and emotional, and physical development. Children are selected for the program based on identification by social workers, teachers, or parents. The curriculum is presented in 10 sessions. In Session I, children are given factual information about alcohol. Session II is designed to help children talk about their feelings. Session III teaches children to become aware of hidden anger and vent anger in appropriate ways. Chilren's self-esteem is strengthened in Sessions IV and VIII. In Session V, children are given information about the differences and similarities among families. Session VI teaches

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Games; Foreign Countries; *Learning Activities; Parent Role; *Parents as Teachers; *Play; *Preschool Children; Preschool Education; *Skill Development
IDENTIFIERS- Canada; Northwest Territories

This activity kit was designed for parents to use with their preschool children and focuses on the development of skills through play. Sixty activities are described. Descriptions are accompanied by a photograph, a list of materials needed, directions, the purpose of the activity, and a statement of what the child will learn from it. Many of the activities are games. Included are cooking and gardening activities, number games, guessing games, sewing activities, talking activities, water activities, and more. Safety tips are provided at the beginning of the book. Both English and Inuktitut versions are available. (GLR)

ED 338 391 PS 019 971

A Start in Something New.
PUB DATE- 78
NOTE- 313p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Organization; *Child Development; Community Involvement; *Educational Objectives; Foreign Countries; *Kindergarten; Kindergarten Children; *Learning Activities; Learning Centers (Classroom); Parent Participation; Preschool Teachers; Primary Education; Program Development; Student Evaluation; Thematic Approach; Time Blocks
IDENTIFIERS- Canada; Northwest Territories

This handbook for kindergarten teachers attempts to provide a foundation on which teachers can build dynamic kindergartens at the community level. The physical, social, and cultural characteristics of 5-year-olds are described. A philosophy for kindergarten is stated, and goals of kindergarten education are listed. Goals involve physical, social, emotional, intellectual, and cultural development, as well as parental and community involvment in education. For each of the five developmental goals, a series of relevant children's activities, related instructional materials, and guidelines for instruction, are presented. Also offered are suggestions for addressing the goals relating to community and parent involvement. A program designed to meet these goals involves: (1) encouraging children's play; (2) using an integrated curriculum; (3) dividing kindergarten days into blocks of time; (4) dividing the kindergarten space into activity centers; and (5) relating instruction to particular themes. Characteristics of teachers and teacher's aides are described. Discussion then turns to reasons and suggestions for evaluating children. Samples of evaluation forms are included. Requirements for proper educational administration are discussed, and sample administrative forms are provided. Appendices include a list of curriculum guides and a 32-item bibliography. An index is also included. (BC)

Children
IDENTIFIERS- *Facial Features; *Prototypes

This study examined memory representation as it is exhibited in young children's formation of facial prototypes. In the first part of the study, researchers constructed images of faces using an Identikit that provided the features of hair, eyes, mouth, nose, and chin. Images were varied systematically. A series of these images, called exemplar faces, was presented to individual children in four groups. The groups' members were, respectively, 18 three-year-olds; 25 four-year-olds; 28 five-year-olds; and 14 six-year-olds. After children became familiar with the faces, they were given a recognition task, which involved the presentation of some new faces, some previously shown faces, and the prototype face which embodied the most frequently presented facial features. The number of times children claimed to recognize prototype faces they had not actually seen before increased with age. Six-year-olds' reaction to the prototype was similar to that of adults. Appended are 16 references and 4 figures, including the pictures of faces used in the study and three charts illustrating results. (GLR)

ED 338 412 PS 020 009

Severeide, Rebecca; Moilanen, Carolyn
Supporting Implementation of Developmentally Appropriate Practice: Pre-K through 2. A Self-Study Project.
PUB DATE- May 91
NOTE- 134p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Childhood Education; *Educational Improvement; Elementary School Curriculum; *Elementary School Teachers; Parent Participation; Primary Education; Principals; *Professional Development; Program Effectiveness; Program Implementation; *Public Schools; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs; *Portland School District OR

During the 1988-89 school year, the Portland, Oregon, Board of Education adopted an approach based on developmentally appropriate practices for improving early childhood education in public schools. Part of the plan for implementing the approach focused on a teachers' self-study process. The goals of the self-study project, in which three elementary schools participated, were to: (1) increase teacher and administrator understanding of developmentally appropriate practices; (2) encourage educators to reflect on their own practices; and (3) develop teachers' leadership skills. Topics addressed by a study document designed to guide the process included interaction between teachers and children; curriculum; and parent involvement. Teachers identified a set of outcomes for their participation in the project. Actual self-study project outcomes exceeded anticipated outcomes. Recommendations include: (1) continued support for the self-study process; (2) a streamlined self-study document; (3) feedback to principals on the effectiveness of the process; and (4) feedback from self-study schools to central offices. Four references are cited. Appendixes include a self-study document for teachers of prekindergarten through second grade; copies of a pre-study teacher questionnaire and principal interview form; the long-range plan for implementing developmentally appropriate

ED 338 433 PS 020 043

Current Programme 1991.
PUB DATE- Jul 91
NOTE- 87p.; For 1989 programme, see ED 310 869; for 1990 programme, see ED 321 889.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; Community Programs; *Developing Nations; *Disadvantaged Youth; *Early Childhood Education; Foreign Countries; *Philanthropic Foundations; *Private Financial Support; Profiles; Program Descriptions
IDENTIFIERS- *Bernard van Leer Foundation (Netherlands)

The first section of this program report is a general description of the Bernard van Leer Foundation and its work. The second and third sections are the Foundation's annual report and financial report for 1990. The fourth and largest section of the program report consists of descriptions of 107 projects in 41 countries that are financed and supported by the Foundation. Projects profiled are those with a duration of 1 to 5 years, which were operationally active at the end of January 1991. Each project is described in terms of: (1) the sponsoring institution, that is, the institution which is officially responsible for carrying out the activities for which the Bernard van Leer Foundation has made a grant; (2) the title of the project; (3) the duration of the project activities supported by the Foundation; and (4) an outline of the setting in which the project operates its activities. In cases in which a current phase of a project was preceded by earlier phases of Foundation support, these earlier phases are referred to in the text. Concluding the report are lists of the Foundation's publications and videos in English, Spanish, and Portuguese; and a list of Foundation personnel. (BC)

ED 338 434 PS 020 045

McCornack, Barbara
Helping Young Children Deal with Death.
PUB DATE- Nov 90
NOTE- 13p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Washington, DC, November 14-18, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Cognitive Processes; *Coping; *Death; Emotional Problems; *Grief; *Helping Relationship; Preschool Education; *Young Children

Information from a workshop on how to help preschool teachers discuss death with young children is presented. Limitations of young children's preoperational thought processes are noted, including children's confusion about the irreversibility of death and the loss of a sense of trust in their environment. Children have different ways of dealing with grief, such as denial, depression, or panic. Adults must help them move through the mourning process to reconciliation, as well as prepare them beforehand. Anecdotes and children's literature illustrate the process. Contains 26 references, including 16 books appropriate to read with children. (LB)

ED 338 435 PS 020 048

education, and level of aspirations; and (4) relationship of high school curriculum to aspirations. The instrument was administered to the same 191 subjects in 1985 and in 1988. In 1985 these youths, while in high school, had ranked the top four sources of influence on curriculum and career decisions as: self, parents, friends, and counselors. In 1988, the youth who had graduated listed self, mother and father, friends, and teachers as the top influencers. The data indicate that overall, aspirations tended to increase with increasing maturity of students. Expected occupation and salary became higher in the 1988 than in the 1985 data. The two-year college became a less popular choice and the four-year college became more popular in the 1988 than in the 1985 data. Females expected lower salaries than males and were more likely to attend college. High job aspirations were held by 43 percent of the students in the academic curriculum and none of the students in the vocational curriculum. Implications for schools include involving parents in educational and career planning, encouraging females to set higher salary goals, and encouraging vocational students to prepare for college. (KS)

ED 338 454   RC 018 363

McCracken, J. David; And Others
High School Curriculum and Aspirations of Students in Ohio and Southwest Georgia.
PUB DATE- Apr 91
NOTE- 13p.; In: School and Community Influences on Occupational and Educational Plans of Rural Youth. Ohio Agricultural Research and Development Center, 1991, p32-42; see RC 018 361.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; College Preparation; Employment Level; High Schools; *Occupational Aspiration; Parent Aspiration; Racial Differences; Rural Schools; Rural Youth; Secondary School Curriculum; Sex Differences; *Socioeconomic Status; *Student Characteristics; Vocational Education
IDENTIFIERS- Georgia; Ohio

This paper examines the relationships between high school curriculum (academic, general, and vocational) and students' occupational and educational aspirations in rural schools. The study was conducted in Ohio and then replicated in Southwest Georgia. In Ohio, 767 predominantly white rural senior students completed a questionnaire and the students' academic records were reviewed. In Georgia, 266 senior students completed the same questionnaire. The rural Ohio population was nearly all white, while the Southwest Georgia population was 73 percent black. In both sites, students in the academic curriculum: (1) had an underrepresentation of non-whites; (2) had a higher mean socioeconomic status (SES); (3) had the highest SES index scores for their desired and expected occupations; (4) were more confident about their occupational aspirations; and (5) were more likely to plan to further their education and pursue that education immediately after high school. In Ohio, a greater proportion of females were in the academic curriculum. A much higher percentage of Southwest Georgia than Ohio students felt their parents expected them to further their education. A much higher income was expected by rural students in Southwest Georgia than students in rural Ohio. Further research should focus on reasons for gender and ethnicity differences. Educators should consider the desirability of classifying students into specific programs. (KS)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Education; *Cultural Pluralism; Elementary Secondary Education; *Ethnocentrism; Higher Education; History Instruction; *Multicultural Education; Social Integration; Teacher Education
IDENTIFIERS- *Cultural Literacy; North Dakota; United States (North Central)

Much of today's multicultural education is ethnocentric and has little apparent concern for cross-cultural contacts, our best hope in ameliorating racism. Increasingly, multiculturalism exalts particular racial and ethnic pride at the expense of social cohesion of the American society as a whole. However, the notion of a "common American culture" has become suspect because it is seen as white, Eurocentric, and elitist. Since most people agree that no one can learn much without content, the question becomes, Whose history is taught? In reviewing debates on multicultural education, the fact that the United States social and economic system is based on the western tradition is emphasized. Another issue in multicultural education is that educators are generally not comfortable with teaching about alternate cosmologies or religions, but these are essential elements for understanding other cultures. Management education in both business and public administration has generally ignored multicultural issues. The ways in which the North Dakota state department of education is "managing" multiculturalism are discussed, including policies, staff development and training, personnel practices, research, and advocacy. Appendices contain a list of 8 findings on 420 teacher training institutions relative to multicultural education, and a chart showing numbers of persons in administrative positions by gender and race in the university systems of North Dakota, South Dakota, Montana, and Wyoming. (SV)

ED 338 473 RC 018 396

Barker, Bruce O.; Burnett, Keith R.
Distance Learning in Hawaii: Establishment and Evaluation of a Rural Teacher Inservice Training Program.
PUB DATE- Oct 91
NOTE- 12p.; Paper presented at the Annual Conference of the National Rural Education Association (83rd, Jackson, MS, October 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Computer Assisted Instruction; *Distance Education; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Interactive Video; Program Costs; Program Evaluation; Rural Areas; *Teacher Attitudes; Telephone Communications Systems
IDENTIFIERS- *Audiographics; Brigham Young University Hawaii Campus; Hawaii

This report describes a pilot distance learning project between Konawaena High School on the Big Island of Hawaii and Brigham Young University-Hawaii on Oahu to begin offering college credit courses to inservice teachers. Ten teachers enrolled in the first class, "Variety in Teaching Methods." Audiographic teleteaching uses a personal computer based system which incorporates computer-generated graphics and text that function like an electronic chalkboard. Computers at host and receive sites are linked over regular telephone lines for two-way

Teaching a Hypothesis Testing Strategy to Prospective Teachers.
PUB DATE- Apr 91
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Concept Formation; Data Analysis; Elementary Education; Higher Education; *Hypothesis Testing; Learning Processes; *Learning Strategies; *Preservice Teacher Education; Science Education; *Science Teachers

Science teachers tend to focus on schemas rather than underlying structures with greater explanatory power. One such structure is the recognition that the logical statement implication can only be falsified. After instruction with a modified version of the four-card hypothesis testing task, a grup of 48 preservice elementary teachers were significantly more able to interpret logical statements, and falsifiers were more successful than verifiers. This study demonstrates that appropriate instruction can lead preservice teachers to understand the process of hypothesis formation and falsification that is the procedure of theory testing in science. (19 references) (Author)

ED 338 492 SE 052 343

Lehman, James D.; Campbell, John P.
Microcomputer-Based Laboratories and Computer Networking High School Science Classrooms.
SPONS. AGENCY- Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- Apr 91
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; Demonstrations (Educational); Experiential Learning; *Graphs; High Schools; Laboratory Experiments; Microcomputers; Problem Solving; Science Education; *Science Instruction; *Secondary School Curriculum; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Microcomputer Based Laboratories

Microcomputer-based laboratories (MBLs) are believed to have significant potential for improving laboratory experiences in science classrooms. A study funded through a grant project called STEPS to Better Science sought to broaden the knowledge base by examining MBL use by teachers and students in a variety of science classrooms in six high schools in Indiana. The use of MBLs in "real-world" science classrooms was being examined through triangulation of several data sources. Data collected include the following: student and teacher attitudes toward the use of MBLs, classroom observations of the use of MBLs, and student graphing performance. Of additional interest is the use of a large-scale computer network for project data sharing, resource acquisition, and communications. The study was being conducted during the 1990-91 school year. Preliminary data indicate that the large-scale network has primarily been used for communication purposes thus far, although a number of classroom uses of the MBL have been initiated. Quantitative results from one classroom studied show no evidence of an

Soybeans

Technological progress in communication and transportation within the past 30 years has made many areas of the world accessible, as well as interdependent. Failure to understand the concept of interdependency greatly diminishes the potential of all nations and each citizen to appreciate this world community. This agricultural awareness program addresses the development of students' attitudes and competence related to international relationships, the diversity of cultural values, the similarities of the human species, and an understanding of current world conditions. The introduction contains: information about the demographics, the climate, and the natural resources of the State of Indiana; the rationale and the purpose of this international agricultural awareness program unit; the correlations between this program's goals and the Indiana State proficiency objectives; and, a listing of facts fundamental to the importance of agricultural exports. This program concentrates on the three main agricultural products of Indiana, namely: corn, soybeans, and hogs. Following a fact sheet about each of these three products, several activities relating to that product are proposed. Each activity contains proficiency indicators for the targeted discipline, required materials for that activity, and directions for successful student participation. The appendix contains a catalog of organizations that provide free or inexpensive resource materials and services that are available to classroom teachers. (JJK)

ED 338 511 SO 020 985

Riggs, Fred W.
The Intercocta Manual: Towards an International Encyclopedia of Social Science Terms. Reports and Papers in the Social Sciences. No. 58.
PUB DATE- 88
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Encyclopedias; Foreign Countries; Glossaries; Guidelines; International Cooperation; International Programs; *Lexicography; *Reference Materials; *Social Sciences
IDENTIFIERS- *INTERCOCTA Conceptual Glossary; *Nomenclator

Developed as a guide for persons who intend to prepare a "nomenclator," this manual is a conceptual glossary whose items are classified according to a particular taxonomy and designed primarily to help scholars and authors write more clearly and succinctly. The guidelines that are set forth have developed from the preparation of the first "INTERCOCTA Conceptual Glossary." (The acronym stands for International Cooperation in Conceptual and Terminological Analysis.) Nomenclators are designed to be continuously revised and updated by specialists in a given field of knowledge whenever new concepts and terms emerge in the course of research. This manual contains 11 chapters: (1) Introduction; (2) Structure of the manual; (3) Processes and phases; (4) Preparation; (5) Parameters; (6) Records; (7) Index to terms; (8) Bibliography and source index; (9) Conspectus; (10) Front matter; and (11) Networking. Four appendices are included: (1) Rules for an INTERCOCTA glossary; (2) Samples from a conspectus; (3) Classification for community development; and (4) Excerpts from the Dahlberg Report. A glossary with definitions of technical terms used in the manual also is included. (DB) of new skills. They were, in short, more enthusiastic and potentially productive workplace participants at the same time they were under-rewarded. The study concludes that both women's knowledge and their willingness to share that knowledge in the workplace is critical to the nation's future, and should be rewarded so that all may benefit. A lengthy list of references and 23 tables of data compiled from the surveys utilized are included at the end of the report. (DB)

ED 338 533 SO 021 661

Fine Arts Proficiency Guide.
PUB DATE- 87
NOTE- 169p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Curriculum Development; Dance Education; *Developmental Stages; Elementary Secondary Education; *Music Education; Theater Arts

Proficiency in the arts describes the educational growth Indiana students are expected to achieve as they acquire skills and techniques in the arts. Three levels of proficiency statements are described: (1) foundation proficiency statements; (2) specific proficiency statements; and (3) proficiency indicators. Each discipline, music (general music, music theory, band, orchestra, and choral music), visual arts, theater arts, and creative movement/dance is presented separately. General proficiency statements and skill areas are identified for each discipline followed by specific proficiency statements at four developmental levels from kindergarten through grade 12. A model for the development of long-range planning in arts education also is outlined. (KM)

ED 338 534 SO 021 662

Rosa, Alexandre
Macau: Education in the Period of Transition. An Overview and Prospects.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.
PUB DATE- Dec 89
NOTE- 30p.; Presented at the Meeting of UNESCO's International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colonialism; *Developing Nations; *Educational Administration; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *International Education
IDENTIFIERS- *Macao; Portugal

The educational system of Macau reflects the influences of several forces: the country's Portuguese colonial past, the looming proximity of China, and the dominance of private schools. This paper examines the political and administrative structure of Macau's educational system, and presents an overview of various features of the system including information on human, physical, and financial resources. Three main problems are identified as affecting the educational

ED 338 074　　　　FL 019 797

Tegey, Habibullah; Robson, Barbara
Intermediate Pashto. Textbook.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 173p.; For the Beginning Pashto Textbook (Units 1-14), see ED 323 763; for related Intermediate Pashto documents, see FL 019 798-800.
LANGUAGE- Pashto; English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cultural Traits; Dialogs (Language); Elementary Secondary Education; Foreign Countries; *Form Classes (Languages); *Grammar; Marriage; *Pashto; Politics; Religious Cultural Groups; Second Language Instruction; Social Behavior; *Sociocultural Patterns; Textbooks; Uncommonly Taught Languages
IDENTIFIERS- Afghanistan

The textbook for intermediate level Pashto instruction consists of 14 units (15-28) on a variety of cultural topics and linguistic structures. Cultural topics include engagement and marriage, children's education, agriculture and related subjects, the family, Pashtun history, genealogies of major Pashtun tribes, the Pashtun code of behavior, Afghan government and politics, Moslem traditions, and village life. Grammar topics include perfective participles, relative clauses, the imperfective participle, "can" phrases, comparisons, conditional statements, relatives, and past and present unreal conditions. Each unit contains a dialogue or story in Pashto, a new vocabulary list, notes on new grammatical structures, related exercises for language practice and comprehension, and additional brief readings. (MSE)

ED 338 075　　　　FL 019 798

Tegey, Habibullah; Robson, Barbara
Intermediate Pashto. Interim Pashto-English Glossary.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 92p.; For the Beginning Pashto Glossary, see ED 323 768; for related Intermediate Pashto documents, see FL 019 798-800.
LANGUAGE- Pashto; English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Definitions; *Form Classes (Languages); Glossaries; *Pashto; Second Language Instruction; *Uncommonly Taught Languages

The glossary contains over 2,000 words introduced in the 28 units of the "Beginning Pashto" and "Intermediate Pashto" instructional series and replaces the original glossary (ED 323 768). Listings are alphabetical by Pashto orthography, and consist of the Pashto word, phonetic transcription, English equivalent, form class, gender (when appropriate), cross reference when needed, and the unit in which the word is introduced. (MSE)

ED 338 076　　　　FL 019 799

Tegey, Habibullah; Robson, Barbara
Intermediate Pashto. Teachers' Manual.

resources useful for integrating language and content instruction in all subject areas. They are coded as to their suitability for primary, intermediate, secondary, and multi-grade levels, and for language level as well. Resources for each subject area are grouped as follows: British Columbia Ministry of Education curriculum resources; locally developed resources; provincial resources; and commercially developed resources. Topics covered are language arts/English, social studies, science, computer studies/science, mathematics, fine arts, art, music, drama, physical education, health, nutrition, home economics, consumer education, business education, industrial education, career preparation, and agriculture. Information on distributors is included. (LB)

ED 338 098 FL 019 841

Mehan, Hugh
Sociological Foundations Supporting the Study of Cultural Diversity. Research Report: 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Applied Linguistics; Classroom Communication; *Classroom Environment; *Cultural Context; *Cultural Pluralism; Educational Change; Elementary Secondary Education; English (Second Language); Ethnic Groups; *Family Attitudes; Family Income; Limited English Speaking; *Minority Group Children; Parent School Relationship; Social Values; *Socioeconomic Influences
IDENTIFIERS- *Diversity (Student)

Various aspects of the relationship between students' cultural, linguistic, and socioeconomic background and their unequal access to educational opportunities are examined. The theme is that in order to understand the barriers to equality faced by low-income cultural and linguistic minority youth, ways in which social class and ethnicity interact with language and culture must be understood. Areas covered include cultural capital, classroom discourse, and school sorting practices. It is shown that: (1) the cultural capital of different status groups is related differently to the culture of the school and that language and socialization practices of middle-class and upper-class families are reinforced by classroom culture, although there is no match for low-income and linguistic minority families; (2) classroom discourse is a crucial component of the school culture, but an unfamiliar one to students from linguistic and ethnic minority backgrounds; (3) sorting practices such as ability grouping and tracking erect barriers to equal educational opportunity; and (4) the culture of the school must be taken into account when considering social change. Contains 56 references. (LB)

ED 338 099 FL 019 842

Garcia, Eugene
Education of Linguistically and Culturally Diverse Students: Effective Instructional Practices. Educational Practice Report: 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

This monograph contains a collection of six national commission reports that address the nation's need to improve undergraduate education. The reports present findings and recommendations that target policy (public and institutional), programs (college and university), and constructive changes in institutions of higher education, as well as their expected outcomes. Although the discussions focus primarily on higher education, consideration is also given to the various reports concerned with American high schools. Each of the reports addresses a decline in general liberal education and calls for national efforts to strengthen undergraduate programs in two-year colleges, senior colleges, and universities. The specific thrusts of the reports are basically as follows: (1) the reordering of national priorities to make a full and unequivocal commitment to learning; (2) a redefinition of the meaning and purpose of baccalaureate degrees; (3) the improvement of undergraduate education in virtually all aspects; (4) the development of comprehensive state strategies for educational improvement; (5) the restoration of the humanities to their central position in college curricula; and (6) the inducement of more active involvement in learning on the part of students. Appendices include an annotated bibliography on American high school reform, and a list of the sponsors of major commission reports. Contains a 64-item bibliography and an index. (GLR)

ED 338 119 HE 024 903

Serafin, Ana Gil, Ed.
Instructional Exchange. Volume 2, Number 1-6, September 1990-March 1991.
PUB DATE- 91
NOTE- 26p.; For Volume 1, see ED 328 132.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cheating; Class Organization; *Computer Assisted Instruction; *Grading; Higher Education; Teaching Methods; *Writing Across the Curriculum; Writing Apprehension; Writing Assignments; *Writing Instruction; *Writing Tests
IDENTIFIERS- *Western Michigan University

This document consists of six issues of a newsletter that provides a forum for the sharing of research findings and instructional strategies by faculty of Western Michigan University. Issue Number 1 addresses writing in the Writing Across the Curriculum Program with notification of a faculty workshop, hints on how to encourage good writing, and a discussion of plagiarism. Issue Number 2 examines cheating and other unethical classroom behaviors. This issue covers cheating prevention tips, penalty scales, and definitions of various types of cheating. Issue Number 3 continues a discussion of the Writing Across the Curriculum Program by addressing essay question design with several examples and a discussion of how to grade responses. Issue Number 4 explores uses for the computer in enhancing or assisting writing instruction through electronic mail and in overcoming writer's block. Issue Number 5 takes up grading and grade criteria including a review of Western Michigan University's policies, tips on weighing components and comments by individual faculty members. The final issue treats the value and meaning of grades, helping students monitor performance, and comments from individual faculty on how they structure grade assignment. (JB)

ED 338 120 HE 024 933

following categories: State University of New York; City University of New York; independent institutions; and proprietary institutions. Statistics are listed for full-time and part-time instructional faculty, executive/managerial staff, support staff, professional staff, and new hires within these categories. Definitions are provided for each of the categories reported. (GLR)

ED 338 139 HE 024 980

New Opportunities for U.S. Universities in Development Assistance: Agriculture, Natural Resources, and Environment. Background Paper.
PUB DATE- Sep 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Agency Cooperation; Agriculture; Conflict; Developing Nations; Environment; *Financial Policy; *Financial Support; *Government School Relationship; Higher Education; *Institutional Cooperation; Natural Resources; Program Evaluation; Trend Analysis; Universities
IDENTIFIERS- *Agency for International Development; Foreign Assistance Act Title XII

This report focuses on university/U.S. Agency for International Development (AID) interactions in activities directly related to agriculture, natural resources, and the environment in developing nations. It is noted that U.S. university participation in AID development assistance ventures has declined since passage of the Title XII program of the Foreign Assistance Act in 1975. New opportunities for U.S. university involvement in foreign development assistance, however, are arising from new initiatives in AID, and in other development assistance organizations. In addition, AID is focusing on its affiliations with development assistance organizations, including U.S. universities, to encourage multi-institutional collaborative relationships. The report covers the following topics: how AID has utilized university resources; recent trends in AID/university collaboration; trends in AID policies, programs, and funding; perceived conflicts in the AID/university relationship, both historical and recurrent; and opportunities for U.S. university participation in development assistance. Also discussed are new directions for university participation in development assistance. Appendices include a list of programs supporting research and technology generation, AID Regional Bureau strategies, and AID actions in developing countries. Contains 120 references. (GLR)

ED 338 140 HE 024 981

Ratcliff, James L.; Jones, Elizabeth A.
Are Common Course Numbering and a Core Curriculum Valid Indicators in the Articulation of General Education Credits among Transfer Students?
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- Apr 91
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1991). For related document, see HE 024 982.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

summaries of the presentations and programs are included in appendixes. (JB)

ED 338 159 HE 025 000

Brodsky, Stanley M.
Behavioral Instructional & Departmental Strategies for Retention of College Students in Science, Engineering or Technology Programs. How To Become an Even More Effective Teacher or Departmental Administrator.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Oct 91
NOTE- 22p.; For a related document, see HE 024 999.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Cognitive Style; *Engineering Education; Higher Education; *Instructional Improvement; *School Holding Power; *Science Education; Technical Education

This document provides suggestions and strategies for teachers and departmental administrators to improve retention of college students in science, engineering or technology programs. Classroom management strategies include: setting the tone in the first class, demonstrating mastery of the subject, demonstrating enthusiasm for the subject, using good classroom management, reviewing study skills, encouraging out of class study groups, assigning homework carefully, developing fair tests, monitoring student involvement during class sessions, knowing different learning styles, being aware of the barriers to learning, exhibiting professional conduct, being aware of some students' lack of support systems, encouraging high aspirations, and emphasizing the importance of mathematics. Suggestions for developing teacher-student sensitivity include studying educational psychology, encouraging all students, creating a nurturing environment, treating students respectfully, being responsive to questions, identifying students needing help early, treating men and women students alike, and being sensitive to the other demands students may have. Suggestions for instructional department management include implementing early warning identification processes, arranging for students to meet those who are working in their field, establishing good coordination between faculty and counselors, emphasizing the connection between education and employment, developing a staff-wide commitment to retention, insisting on accurate course descriptions, and calling students who are often absent. Fourteen annotated references are included. (JB)

ED 338 160 HE 025 001

Ratcliff, James L.; And Others
The Effect of Coursework Patterns, Advisement, and Course Selection on the Development of General Learned Abilities of College Graduates. Final Report.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 115p.; For related documents, see HE 024 982 and HE 025 002.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test,

Data from institutions participating in both years are compared with each other and with the consumer price index. Also included are average salaries by rank and the faculty mix percentage as well as comparisons with other disciplines. The participating institutions are listed. (JB)

ED 338 179 HE 025 021

Hauptman, Arthur
The Tuition Dilemma: Assessing New Ways To Pay for College.
PUB DATE- 90
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Educational Finance; Higher Education; Income Contingent Loans; Parent Financial Contribution; *Paying for College; Student Financial Aid; Student Loan Programs; *Tuition; Tuition Grants; Work Study Programs
IDENTIFIERS- Massachusetts; Michigan; New York; Pell Grant Program; Stafford Student Loan Program; University of Pennsylvania

This book is designed as a guide to existing and proposed higher education tuition financing plans. The first chapter looks at recent patterns in higher education financing and participation noting the rapid increase in tuition and other college costs and the corresponding changes in participation patterns. Chapter 2 examines tuition prepayments, guarantees, and savings plans and debates concerning the benefits to participants and who pays for the benefits. Specific programs reviewed include the University of Pennsylvania prepayment plan, the Duquesne University (Pennsylvania) tuition guarantee program, Michigan and Massachusetts state plans, federal savings incentives, and the CollegeSure Certificate of Deposit. Chapter 3 looks at longer term efforts to develop alternative forms of the traditional student aid programs of loans, grants, and work-study. This chapter treats alternative loan programs, assured access for low-income and minority students (e.g., the "I Have a Dream" plan), merit-based aid for needy students, and aid linked to community, public, or national service. Chapter 4 discusses the issues raised by the new financing plans, some methods for evaluating these proposals, and the appropriate objectives of public policy in the realm of financing higher education. An index to the book is included. (JB)

ED 338 180 HE 025 022

The Almanac of Higher Education: 1991.
PUB DATE- 91
NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *College Faculty; *College Students; *Educational Finance; Ethnic Groups; *Higher Education; *Institutional Characteristics; Minority Groups; Student Characteristics; Teacher Characteristics

This overview of United States higher education is organized in two parts, respectively headed "The Nation" and "The States." The book opens with summary statistics followed by key data displayed in map form. A section on nine issues affecting colleges offers a table listing each college's standing on report presents information concerning the changes in degree distribution by: (1) field of study; (2) gender; and (3) ethnicity. The basic characteristics of doctoral degree recipients are also presented. Appendices, which comprise over 75% of the report, include Senate Concurrent Resolution 66, and the University of California's document, "Factors Affecting Completion of Doctoral Degrees at the University of California." Contains a 63-item bibliography. (GLR)

ED 338 199 HE 025 042

Analysis of the 1991-92 Governor's Budget. A Staff Report to the California Postsecondary Education Commission.
PUB DATE- Mar 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Budgeting; Comparative Analysis; Data Analysis; *Educational Finance; *Educational Planning; Financial Policy; Full State Funding; Higher Education; Long Range Planning; Postsecondary Education; State Legislation; Trend Analysis
IDENTIFIERS- California State Postsecondary Education Comm; California State University; University of California

This report presents an analysis of the Governor's proposed State budget for fiscal year 1991-92. The analysis provides: (1) a discussion of major budget issues facing the Governor and the Legislature in constructing the 1991-92 State budget; (2) a brief overview of the Governor's proposed funding priorities; and (3) an analysis of the key policy issues facing higher education. These issues include student fees and financial aid, long-range planning for enrollment, community college reform, and the impact of the proposed budget on the State's Master Plan for Higher Education. The analysis also includes a summary of the findings and recommendations of the Legislative Analyst's report on the 1991-92 budget and postsecondary education proposals for capital outlay projects for the 1991-92 fiscal year. Appendices include specific data relevant to the Governor's budget such as summaries of actual budgets for recent years and proposed budgets for 1991-92 of California's segments and institutions of higher education, and student costs of attending the University of California and the California State University in comparison with similar public institutions within the United States. (GLR)

ED 338 200 HE 025 043

Transfer and Articulation in the 1990s: California in the Larger Picture.
PUB DATE- Dec 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Admission Criteria; *Articulation (Education); College Admission; College Transfer Students; Community Colleges; Comparative Analysis; *Developmental Continuity; Educational Planning; Higher Education; Intercollegiate Cooperation; Literature Reviews; Program Descriptions; State Legislation; *State Universities; *Transfer Policy; Transfer Programs; Two Year Colleges
IDENTIFIERS- California State Postsecondary Education Comm; California State University; University of California

This report puts California's current efforts to find solutions

PUB DATE- Jun 91
NOTE- 54p.; Student research project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Algorithms; Annotated Bibliographies; Authoring Aids (Programing); Cognitive Processes; *Debugging (Computers); Flow Charts; High Schools; *Problem Solving; *Programing; *Teaching Methods

This review of the literature and annotated bibliography summarizes the available research relating to teaching programming to high school students. It is noted that, while the process of programming a computer could be broken down into five steps--problem definition, algorithm design, code writing, debugging, and documentation--current research was concentrated on three of the steps only, i.e.: (1) algorithm design (12 references); (2) code writing (7 references); and (3) debugging (6 references). The first of this paper's four major sections provides a statement of the problem, the purpose of the study, its limitations, and definitions of terms used. The second section presents a review of the literature in the form of an annotated bibliography, and the third summarizes and discusses the findings of the literature review. An alphabetical list of 32 cited works concludes the paper. (DB)

ED 338 218 IR 015 243

Boone, Randy, Ed.
Teaching Process Writing with Computers. Revised Edition.
PUB DATE- 91
NOTE- 197p.; For the 1989 edition, see ED 325 110.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Reviews; Elementary Secondary Education; Keyboarding (Data Entry); *Microcomputers; Teaching Methods; *Word Processing; *Writing (Composition); *Writing Instruction

Focusing on the use of word processing software programs as instructional tools for students learning writing composition, this collection includes 14 research articles and position papers, 16 reports on lesson ideas and projects, 5 articles on keyboarding, and 18 product reviews. These materials relate to teaching writing through the process approach using computer assisted instructional programs with emphasis on word processing skills. Auxiliary programs, such as spelling checkers, grammar checkers, and idea generators are discussed and reviewed both as technical tools in themselves, and in their roles or functions in the writing process. Section 1 contains research and position papers and includes articles entitled "Microcomputers and the Improvement of Revision Skills," "Learning to Write with a New Tool: Young Children and Word Processing," "The Reading-Writing Connection: Classroom Applications for the Computer," "Six Directions for Computer Analysis of Student Writing," and "Speech: The Third Dimension." Section 2 contains lesson ideas and projects, and available from commercial vendors, and electronic databases available on optical disk. A computer search is defined as library research which is performed for an individual by a librarian using a computer, and the various databases searched and procedures for requesting a mediated search are described. Charges and policies for mediated online and CD-ROM searches are also detailed, as well as the establishment of an experimental Automated Reference Center (ARC), which offers UTC faculty members access to electronic databases on CD-ROM and a brief training program in database search techniques for end-users. The report concludes with a discussion of the consequences of the reference evolution in terms of the new roles and responsibilities being assumed by staff members, the need for in-house staff training, and policies and procedures that will need to be reviewed and revised as reference services continue to evolve. (DB)

ED 338 236 IR 015 307

Improved Access to Pennsylvania's Library Resources: A Review of the Comprehensive Plan and Governor's Conference Resolutions.
PUB DATE- 91
NOTE- 30p.; For the 1984 Comprehensive Plan, see ED 246 900.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Advisory Committees; Elementary Secondary Education; *Library Administration; *Library Cooperation; *Library Materials; *Library Planning; Library Research; *Library Services; Longitudinal Studies; State Libraries; Statewide Planning; Technological Advancement
IDENTIFIERS- *Governors Conference Library Info Services; Pennsylvania

This report presents the results of a major 5-year review by the State Library of Pennsylvania Advisory Council on Library Development of the 1984 Comprehensive Plan for Library Service in Pennsylvania, together with related resolutions adopted by delegates to the 1990 Governor's Conference on Library and Information Services. The council review covered the seven issues, two goals, and five objectives identified by the comprehensive plan and discussed additional issues which might have emerged during the past 6 years, or issues that are no longer relevant. They also reviewed 19 recommendations from the 1984 comprehensive plan, which fall into three broad areas: quality of library service, materials and resources, and management practices. It is noted that both the conference and the comprehensive plan called for the improvement of library service in all types of libraries, with specific recommendations for public library service. The report includes: (1) a compilation of the process used in the council's review; (2) subcommittee reports, council discussion and conclusions, and the 1989 conference resolutions that pertain to each recommendation; and (3) a summary of activities that still need to be addressed. (MAB)

ED 338 237 IR 053 690

Wang, Chih
Online vs. Print Publications: Users' Opinions.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

and suggestions for those attempting to do something similar. (14 references) (Author/MAB)

ED 338 257 IR 053 788

Henderson, William Abbot, Ed.; McAbee, Sonja L., Ed.
Houston Cole Library Collection Management and Development Policy.
PUB DATE- 91
NOTE- 199p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Libraries; Evaluation Criteria; Higher Education; *Library Collection Development; *Library Collections; Library Materials; *Library Material Selection; *Policy
IDENTIFIERS- Jacksonville State University AL

This report describes the collection management and development policy of, and the diverse collections housed at, Jacksonville State University's Houston Cole Library. The first part of the report consists of a detailed collection management and development policy statement, beginning with the history of the library, the physical disposition of the collections, and the roles and responsibilities of the Collection Management and Development Group (MDG) and going on to discuss policies on all categories of acquisitions and all related library functions. The second, and larger part of the report, consists of a series of narrative statements describing the library's collections for the following subject areas: agriculture; the Alabama Gallery; American literature; art; audiovisual; auxiliary sciences of history; biology; chemistry; commerce and business administration; communication; criminal justice; drama; education; English literature; family and consumer science; general works; geography and anthropology; geology; government documents; history; languages and related literatures; law; library science and bibliography; mathematical, computing, and information sciences; military science; music; nursing; philosophy, ethics, and religion; physics and engineering; political science and public administration; psychology; sociology and social work; technology; and Western European literature. Included in the appendix are a list of definitions of collection level indicators, a directory of the CMDG members, a 13-item bibliography, and a topical index. (MAB)

ED 338 258 IR 053 806

Clark, Collin, Ed.
California Library Statistics, 1991. Fiscal Year 1989-1990 Data from Public, Academic, Special, and County Law Libraries.
PUB DATE- 91
NOTE- 248p.; For the 1990 edition, see ED 329 292.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; Interlibrary Loans; Law Libraries; Library Circulation; Library Expenditures; *Library Materials; Library Networks; Library Personnel; *Library Services; *Library Statistics; *Public Libraries; *Special Libraries; Two Year Colleges
IDENTIFIERS- *California

This report provides information that characterizes libraries in

Health Issues on Two-Year College Campuses.
SPONS. AGENCY- New York State Education Dept., Albany. Office of Excellence and Access.
PUB DATE- 91
NOTE- 27p.; Project supported by funds from the Postsecondary AIDS Prevention Education Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *College Planning; Communicable Diseases; Community Colleges; Disease Control; *Health Education; *Health Promotion; Needs Assessment; *Public Health; Student Behavior; Two Year Colleges

The Two-Year College Development Center invited representatives from two-year colleges throughout New York to attend a two-day meeting to address comprehensive health issues, particularly pertaining to the transmission and prevention of Acquired Immune Deficiency Syndrome (AIDS), as well as other infectious and chronic diseases. The attending group of 37 administrators, faculty, and health professionals from 25 two-year colleges reached consensus on a list of critical health care issues facing two-year colleges, and small and large group discussions produced recommendations and strategies to deal with each issue. The following represents a selection of the issues and recommendations: (1) to deal with students' lack of information on basic health issues, it was recommended that the State Education Department strongly encourage prevention education on sexually transmitted and other communicable diseases and that a course be developed to cover specific health issues; (2) to address the need for two-year colleges to expand their mission to reflect community needs, it was recommended that two-year colleges become an educational resource for prevention and wellness behavior; and (3) to provide for the development of a comprehensive policy on communicable diseases, it was recommended that a statewide committee be convened to formulate a universal policy. The nine remaining issues relate to the need for increased awareness of multicultural aspects of community health; for a college environment that promotes wellness; for a proactive approach to combating substance abuse and violence on campus; to assist faculty, staff, and students in detecting substance abuse and making necessary referrals; to address the lack of administrator, faculty, and staff knowledge of procedures for dealing with blood and body fluids and with infectious persons; for adequate funding for allied health educational programs; to protect the rights of those inflected with the AIDS virus; to improve student success and retention rates in allied health programs; and for trained health care professionals. (PAA)

ED 338 277 JC 910 491

Higginbottom, George H.
The Civic Ground of Collegiate General Education and the Community College. Working Paper Series No. 1-91.
PUB DATE- Nov 91
NOTE- 107p.; Originally the preface and conclusion of a Ph.D. Dissertation, Cornell University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Citizenship Education; Civics; *Community Colleges;

Studies Course," by Linda E. Peterson, Kobi Gwinn, and John Stringham, which relates one professor's experience with a women's studies course; and (10) "Hypertext in the Learning Environment," by Christopher G. Jones and Daniel E. Masterson, Jr., which explores the effects of Hypertext on the world's proliferation of information. (JMC)

ED 338 293 JC 910 511

Harada, Myra
Criteria for Evaluation of Community College Instructional Deans.
PUB DATE- 9 Aug 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Deans; *Administrator Evaluation; *Administrator Qualifications; Administrator Responsibility; *College Administration; *Community Colleges; Educational Trends; Evaluation Criteria; *Leadership Qualities; Two Year Colleges

The impetus for the development of criteria for the evaluation of academic deans should come from an interest in improved administrative performance rather than from political motivations. Merging faculty expectations with the criteria identified in the literature results in four areas in which deans should be evaluated: (1) knowledge of laws and regulations, district policies, budgetary practices, college mission, curriculum, staff/faculty hiring and evaluation, collective bargaining, higher education developments, the college's mythic history, business and industry needs and expectations, and internal and external data affecting the college; (2) managerial skills, including the ability to achieve objectives, organizational and coordination skills, communication skills, good judgement, decisiveness, the ability to effect change, problem-solving skills, and interpersonal skills; (3) leadership skills, including creativity and innovativeness, goal-setting, quality assurance, the ability to anticipate and recognize change, good judgement, team building, and the ability to build morale and inspire confidence; and (4) attitudes and personal attributes that are compatible with faculty expectations, including valuing liberal as well as vocational education, being committed to excellence in teaching, being concerned with institutional well-being, appreciating racial and cultural diversity, being receptive and sensitive, being fair and trustworthy, being dependable and hardworking, and being ethical, honest and sincere. Evaluation is one way that an institution and its administrators can prepare for coming changes in an atmosphere of tolerance, inquiry, and innovation. (JMC)

ED 338 294 JC 910 512

Williams, Dana Nicole
The Role of Scholarship in the Community College. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

benefits; professional development leaves; and the contracting-out of instruction. (PAA)

ED 338 312 JC 910 535

Collective Bargaining Agreement, 1989-1992, between College of the Desert Faculty Association CTA/NEA and Desert Community College District.
PUB DATE- 17 Nov 89
NOTE- 35p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; *Faculty Evaluation; Faculty Workload; Fringe Benefits; Grievance Procedures; Leaves of Absence; Negotiation Agreements; *Personnel Policy; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- California Teachers Association; College of the Desert CA; Desert Community College District CA; National Education Association; *NEA Contracts

The collective bargaining agreement between Desert Community College District Board of Trustees and the College of the Desert Faculty Association/California Teachers Association/National Education Association is presented. This contract, covering the period from November 17, 1989 through June 30, 1992, deals with the following topics: bargaining agent recognition; definition of terms; academic calendar; district, association, and employee rights; employee compensation; health and welfare benefits; leaves of absence; hours of service; grievance procedures; transfers and reassignments; evaluation; faculty service areas; safety; no strike clause; and agreement conditions and duration. Appendixes provide the 1989-90 salary schedule; a list of health and welfare benefits; and employee evaluation criteria and procedures. (PAA)

ED 338 313 JC 910 536

Agreement between Rancho Santiago Community College District and the Faculty Association of Rancho Santiago Community College District for the Fiscal Year 1989-1991.
PUB DATE- 89
NOTE- 78p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- *Independent Bargaining Agents; Rancho Santiago Community College District CA

The collective bargaining agreement between the Rancho Santiago Community College District Board of Trustees and the Faculty Association for the Rancho Santiago Community College District is presented. This contract, covering faculty at Rancho Santiago Community College and its off-campus centers, applies to the period from July 1, 1989 through June 30, 1991. Its provisions deal with the following topics: bargaining agent assessment model and data analysis. Section D discusses preliminary research findings relating to the demographics of risk; the nature and extent of local risk; current local efforts to address risk; and policy and program options for addressing risk. Section E summarizes major findings and recommendations. Appendix A offers the pilot program model of the Project Respond Educational Pilot Program (PREPP), and Appendix B lists resources and a bibliography of about 65 items. A list of program models is also provided. (SH)

ED 338 332 PS 019 777

Lindenberger, Ulman
On the Use of Prediction Analysis in Cognitive-Developmental Research: Examples from Childhood and Old Age.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; Children; *Cognitive Development; Cognitive Processes; Developmental Psychology; Foreign Countries; Logical Thinking; Old Old Adults; Primary Education; *Problem Solving; *Research Methodology; Statistical Analysis; *Thinking Skills
IDENTIFIERS- Germany; Piaget (Jean); *Predictive Analysis

This paper describes four research examples of the use of prediction analysis in research. The aim of prediction analysis is to compare a rule as specified by a theory with a reference rule. The first example of prediction analysis in this paper concerns a study of 120 first, second, and third graders' performance on length and weight problems. Results showed that children would not be able to solve a weight problem at a given level if they did not solve the length task of the same and all lower levels. In the second example, the hypothesis that a certain amount of attentional capacity is a necessary condition for attaining certain forms of reasoning was tested and supported. In the third example, children solving a transitivity task were divided into two subpopulations: (1) an operational subpopulation, in which children infer judgments on the basis of premise relations; and (2) a nonoperational population, in which children infer judgments in some other way. The hypothesis that only the combination of these two populations produces stochastic dependence was supported. Data from the fourth study, whose 80 subjects had a mean age of 81 years, showed that it may not be meaningful to recode a continuous variable into two or more categories in order to apply prediction analysis. (SH)

ED 338 333 PS 019 780

Murphy, Kathleen J.
A Staff Development Model for School Age Child Care Programs.
PUB DATE- Aug 88
NOTE- 67p.; M.A. Project, University of San Francisco.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; Child Care Occupations; Elementary Education; *Needs Assessment; Program Development;

Persons; *Cultural Awareness; *Delivery Systems; Developing Nations; *Disadvantaged; Foreign Countries; Job Skills; Job Training; Needs Assessment; Parent Education; *Preschool Children; Preschool Education; Preschool Teachers; Teacher Education

IDENTIFIERS- Caribbean; Pantin (Gerard); *Servol; *Trinidad and Tobago; Van Leer Foundation

This publication describes the work of the Servol program in Trinidad and Tobago. The Servol organization was started in Port of Spain in 1970 by Gerry Pantin. Servol's approach to helping disadvantaged people implies that one should never presume to know the needs of people; rather, one should ask them what their needs are. This approach produces attitudes of attentive listening and respectful intervention. Servol's principal service is to preschool children and late adolescents. The organization operates 31 Life Centres at which an Adolescent Development Programme (ADP), job skills training courses, parenting programs, and training programs for its own teachers are offered. The ADP course addresses spiritual, physical, intellectual, creative, emotional, and social needs in an attempt to help adolescents overcome such problems as low self-esteem. Servol works with the Ministry of Education and individual community boards of education to operate preschools. The Caribbean Life Centre in Port of Spain is a training centre for early childhod educators throughout the Caribbean. The participation of parents in preschools is welcomed. Servol's hidden agenda is to influence parents and future parents. A list of publications of the Bernard van Leer Foundation is included. (BC)

ED 338 353 PS 019 885

Hudson, Judith A.; Krackow, Elisa

Preschool Children's Memory for Deviations in a Routine Event.

PUB DATE- Mar 90

NOTE- 9p.; Paper presented at a Conference on Human Development (Richmond, VA, March 1990).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Change; *Long Term Memory; *Memory; *Preschool Children; Preschool Education; Puppetry; *Recall (Psychology); Recognition (Psychology)

IDENTIFIERS- *General Event Representation; *Routine Events

This study investigated the possibility that episodes that deviate from a routine event script are retained in memory, tagged by their unique characteristics. Three groups of 9 preschool children experienced one of three deviations in their normal snack routine: (1) a puppet handed out the snack; (2) a puppet taught the children to play a game during snack time; or (3) the children had a Mickey Mouse party during snack time. One week later, children were asked to recall the deviation episode, first freely, and then with cues. Analyses focused on the effect of the type of deviation on children's memory and effects of cues on children's recall. Results were consistent with the idea that deviations from routine events are stored in long-term memory, and that the type of deviation influences which aspects of an event will be recalled. Appended are two tables of quantitative data and three references. (GLR)

ED 338 354 PS 019 886

Schwartz-Kenney, Beth M.; Goodman, Gail S.

children safety practices for use during incidents of family violence. Physical health and relaxation are encouraged in Session VII, and instruction on nutrition is provided in Session IX. Session X provides closure for the series of sessions. References are cited for some of the sessions. Appendixes include a facilitator's guide, parent involvement handouts, guidelines and materials for art activities, and a user's evaluation form. (BC)

ED 338 372 PS 019 940

Clyde, Margaret
Changing World, Changing Education: Kindergarten--Where to Now?
PUB DATE- Feb 90
NOTE- 19p.; Paper presented at the ANZAAS Conference (Hobart, Australia, February 14-16, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Childhood Education; Educational History; *Educational Philosophy; Educational Theories; Family Characteristics; *Family Role; Foreign Countries; *Foundations of Education; Government Role; Interpersonal Competence; Kindergarten; Labor Force; Private Financial Support; *Skill Development; *Technological Advancement
IDENTIFIERS- *Australia

This paper discusses the history of early childhood education in Australia, areas of change in contemporary early childhood education, and the philosophical bases of education. The paper also offers suggestions for the future. From 1880 until 1950, Australian children's services consisted of philanthropic enterprises. The period from 1950 to 1970 witnessed the growth of community-managed services. Since 1970, the government has become much more involved in early childhood education. Today, educators must consider several areas of change in society: (1) the changing role of the family; (2) changes in the work force and the nature of employment; and (3) the growing dependence of society on technology. Although early childhood services had their genesis in the work of eighteenth and nineteenth century philosophers, the work of later theorists has more relevance for current early childhood education. Curtis, for example, discusses the self-awareness and social skills that contemporary curricula should develop in children. A curriculum of skills is recommended. To achieve the goals of the curriculum, early childhood programs should: (1) preserve the concept of childhood; (2) be individualized and flexible; (3) enlist the cooperation of parents; and (4) be revised to keep pace with the changing needs of children. A bibliography containing 47 items is included. (BC)

ED 338 373 PS 019 942

Bowen, Gary L.; Neenan, Peter A.
Child Day Care Recycling Fund Experiment.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C. Div. of Nursing.; Family Support Administration (DHHS), Washington, DC. Office of Family Assistance.
PUB DATE- 15 Oct 90
NOTE- 201p.; For a related document, see ED 330 460.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.

ED 338 392 PS 019 972

Quisenberry, James D., Ed.; And Others
Readings from Childhood Education. Volume II.
PUB DATE- 91
NOTE- 388p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Child Development; Community Involvement; Cultural Context; Curriculum Development; *Early Childhood Education; *Educational Quality; Elementary School Students; Elementary Secondary Education; *Futures (of Society); Junior High School Students; Learning Experience; Parent Role; *Preadolescents; Public Education; Teacher Effectiveness; *Teacher Role; Testing

This anthology is the second volume of selected articles from the periodical Childhood Education. It includes 82 articles from 1964 to 1985 that represent many aspects of the child and the child's developmental environment. Articles by leaders in the field of childhood education, spokespersons in related fields, and teachers and parents are included. The first of the five major sections concerns the child. The articles in this section reflect the concerns and positions of the society in general: not a standardized, limited view of American culture, but a variety of subcultures and global points of view. The second section deals with the environments of the child's initial and fundamental learning experiences: the family, home, community, and world. The third section includes articles relating to the learning environment of the school. In the fourth section, the status of the profession and the directions in which it is moving are reviewed. The articles in the final section deal with issues concerning the future of childhood education. (GLR)

ED 338 393 PS 019 974

Palmer, Mary, Comp.; Crook, Beth, Comp.
Get a First Start with the Arts. Ideas To Use with Your Little One.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Jan 91
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Activities; Child Caregivers; Child Development; *Childrens Games; *Educational Games; *Infants; *Learning Activities; Parent Materials; Play; Songs; *Toddlers

Babies respond to bright colors and shapes, rhythms and sounds of music, and actions and words of others. These first learning experiences are strengthened when parents and other adults interact with babies. This booklet offers ideas for giving infants and toddlers a start in learning through the arts. To facilitate age-appropriate learning, the descriptions of arts activities are arranged in four stages corresponding to the ages of 0-6, 6-12, 12-24, and 24-36 months. However, because babies develop in unique ways, the materials may be used page by page, repeated from stage to stage, or interchanged. The activities involve games; songs, rhymes, and poems; cut-outs; picture books; projects; and dramatizations. (BC)

ED 338 394 PS 019 978

practice; and self-study rating sheets for schools. (BC)

ED 338 413 PS 020 011

Bishop, Barb; And Others
Getting It Together: A Study of Early Childhood Training.
PUB DATE- Sep 91
NOTE- 37p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; College Students; *Day Care; Decision Making; Early Childhood Education; *Education Majors; Foreign Countries; Higher Education; Job Satisfaction; *Kindergarten; Preschool Teachers; *Student Attitudes; Teacher Background; Teacher Characteristics; *Teacher Education Programs
IDENTIFIERS- New Zealand

Baseline data were gathered from 316 students in 3-year training programs at 6 New Zealand colleges of education in order to determine why the students chose to go into early childhood education, what early childhood service they expected to work in, and where they would be employed after they completed their training. Of the students who responded to the survey, 96% were female; 50% were 19 or younger and 29% were 25 or older; and 75% were Pakeha or non-Maori New Zealanders. English was the first language of 88% of the students. Nearly half of them had secondary school work experience in an early childhood center. Early findings showed that although the courses were designed to prepare students for work in a range of early childhood services, the majority of students beginning training favored working in kindergartens. In spite of some variation among colleges, the training encouraged students to think more broadly about career opportunities. Overall, students appeared to be committed to work in early childhood and to believe that their training prepared them well. Most would have liked more practical work included in the training. Most students who had completed their training were working in the service of their first choice and felt satisfied with their jobs. (LB)

ED 338 414 PS 020 012

Coulson, R. I.
Young Children's Perceptions of the Role of Food in their Bodies.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Body Image; *Childhood Attitudes; Early Childhood Education; *Food; Foreign Countries; *Kindergarten Children; *Nutrition Instruction
IDENTIFIERS- Australia (Melbourne); Biological Processes; Fruits; Nutrition Education Research

This study investigated young children's ideas about food. During individual interviews, children were asked questions about food. First, they were shown pictures of foods and asked to group the pictures into a pile of pictures of fruit and a pile of pictures classified as "not fruit". Except for orange juice, actual fruits were accurately classified as such. The number of errors made in categorization decreased with age. Second, children were asked to categorize each food as "good for you" or "not good for you." Lettuce, carrots, and most fruits were

Tegano, Deborah W.; And Others
Creativity in Early Childhood Classrooms. NEA Early Childhood Education Series.
PUB DATE- 91
NOTE- 134p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; *Creative Development; *Creativity; Definitions; *Discovery Processes; Early Childhood Education; Play; Problem Solving; Questionnaires; Rating Scales; Self Expression; Student Characteristics; Teacher Characteristics; *Teacher Role; Teaching Methods; Young Children

Ways by which teachers can enhance creativity skills of children in the classroom are addressed in this monograph. An overview of creativity first sets the stage for discussions on the child, curriculum, teacher, and environment. The goal is to show the many faces of the development of creativity in children and to recognize ways to enhance the child's potential to meet challenges. Following the introduction, chapter 2 (The Child) covers early creativity, developmental creativity, and how to recognize creative potential. Chapter 3 (The Curriculum) discusses the relationship of creativity to curriculum, the role of exploration and play, ways to organize classroom activities for creativity, feeling trapped by textbooks and curricula, research on creativity and schools, and curricula to encourage creative thinking. In chapter 4 (The Teacher) focus is on attitudes and styles that foster creative potential, including learning objectives versus performance objectives, the teacher's role as observer, and teacher characteristics that facilitate creative development. Fifteen key points are summarized in chapter 5. Supplementary materials, including a Preschool Creativity Rating Scale, are appended. Contains approximately 175 references. (LB)

ED 338 436 PS 020 049

Spodek, Bernard, Ed.
Educationally Appropriate Kindergarten Practices. NEA Early Childhood Education Series.
PUB DATE- 91
NOTE- 113p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Collected Works - General (020)
DESCRIPTORS- Chinese Culture; *Class Activities; *Classroom Techniques; Curriculum Design; Educational Philosophy; *Kindergarten; Kindergarten Children; Multicultural Education; Primary Education; *Student Participation; Student Projects; Student Publications; *Teaching Methods; Writing Skills
IDENTIFIERS- Emergent Literacy

The basis for educationally worthwhile activities in kindergarten is examined in a series of papers that also provide examples of how kindergarten programs can be organized and worthwhile learning presented to children. Long-term projects or units are seen as useful vehicles of instruction, and organizing teaching around topics or themes is shown to help teachers present complex ideas. Theoretical discussions are combined with examples of practical application. The papers and authors are:

ED 338 455 RC 018 364

Baker, Matt; McCracken, J. David
Community and School Characteristics and Voter Behavior in Ohio Rural School District Property Tax Elections.
PUB DATE- Apr 91
NOTE- 11p.; In: School and Community Influences on Occupational and Educational Plans of Rural Youth. Ohio Agricultural Research and Development Center, 1991, p51-59; see RC 018 361.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Athletics; Bond Issues; *Community Characteristics; *Educational Finance; *Elections; Elementary Secondary Education; *Institutional Characteristics; *Property Taxes; *Rural Schools; School Community Relationship; Socioeconomic Status; Voting
IDENTIFIERS- Ohio

This study explores the relationships between the percentage of successful property tax issues and community and school characteristics in rural school districts in Ohio. Data were obtained for 74 rural school districts between 1984 and 1988; sources were government statistics and a questionnaire survey of school principals. The dependent variable in the study was the percentage of successful property tax issues. Moderate positive relationships were found between the dependent variable and: (1) average community income; and (2) the percentage of community members with 12 or more years of formal education. Twenty-two independent variables were entered into a step-wise multiple regression equation to determine the best predictors of election success. The following 5 variables accounted for 49 percent of the variance in predicting election success: (1) percentage of Aid to Dependent Children students; (2) percentage of bond issues; (3) percentage of continuous issues, providing operational funding for an indefinite period of time; (4) percentage of games won in boys varsity basketball; and (5) percentage of special elections, as opposed to primary or general elections. All variables were negatively related to election success. The report recommends that state policy makers consider measures to improve financial support to rural schools. It also recommends that rural administrators consider voter behavior prior to placing issues on the ballot, improve career guidance services, and advocate greater state and federal involvement in financing capital facilities. (KS)

ED 338 456 RC 018 365

McCracken, J. David; Barcinas, Jeff David T.
High School and Student Characteristics in Rural and Urban Areas of Ohio.
PUB DATE- Apr 91
NOTE- 10p.; In: School and Community Influences on Occupational and Educational Plans of Rural Youth. Ohio Agricultural Research and Development Center, 1991, p43-50; see RC 018 361.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; High Schools; *High School Seniors; *Institutional Characteristics; *Occupational Aspiration; Parent Aspiration; *Rural Urban Differences; Socioeconomic Background; *Student Characteristics

This paper examines the relationships between school location (urban versus rural) and students' occupational and educational visual exchange of text and graphics. Course expenses were higher than expected largely due to the high rate for inter-island telephone toll charges. Nine of the ten teachers completed a questionnaire which posed questions related to the distance learning component of the course. Their responses indicate: (1) high satisfaction with the quality of the course and with the manner in which it was delivered; (2) preference was given to on-site professorial instruction over audiographic teleteaching, yet audiographics was viewed as a very valid and acceptable supplement; (3) an interest in receiving more college credit inservice courses; (4) a need for library materials to support classes; and (5) the computer screen was too small for teachers to easily view when receiving instruction via audiographics. (KS)

ED 338 474 RC 018 397

Cuomo, Matilda R.
The New York State Mentoring Program.
PUB DATE- 29 Jul 91
NOTE- 12p.; Address given at the Annual Conference of the Rural Schools Program (Cooperstown, NY, July 28-31, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Corporate Support; *Dropout Prevention; Elementary Secondary Education; Family Problems; *High Risk Students; *Mentors; Role Models; Rural Areas; Rural Education; Rural Population; School Business Relationship; *Social Services; *State Programs
IDENTIFIERS- *New York

This conference address discusses New York State programs for children and families, focusing on a mentoring program. New York State has 44 rural counties, which comprise 80% of the state's total area. Rural schools face limited financial resources and access to services. Rural school children are more likely to face failure than urban or suburban children because of rural economic stress, crime, substance abuse, and parental abuse and neglect. With 65,000 children in foster care, New York State has initiated the following efforts to improve the lives of children: (1) New York's Family Album compiles photographs and a profile of children available for adoption; (2) the Pre- and Postnatal Parenting Education Hospital Program provides parent education in every New York State Hospital with a maternity unit; (3) the Nutrition for Life curriculum for K-12th grade is free to every school in the State; and (4) the New York State Mentoring Program is a school-based program aimed at preventing school drop out. The mentoring program links at-risk children with caring, responsible adult volunteers from businesses and organizations. These volunteers help children with school work, personal problems, and development of self-esteem and self-confidence so that they can stay in school and reach their full potential. Mentors make a 1-year commitment to spend about 4 hours a month with a child. Technical assistance is available to help schools locate, screen, and train mentors. (KS)

ED 338 475 RC 018 398

Glasenapp, Gary
Providing Transition Planning for the Secondary Student through the Community Based Inservice Model.

impact of the use of MBLs on either student graphing skills or student attitudes toward computers. However, these results were obtained after only very limited student exposure to the MBL. Student attitudes toward the MBL were positive, and the attitudes of the 24 participating teachers were overwhelmingly positive. The greatest assets of the MBL appear to include real-time graphing, data manipulation, ease-of-use, sturdiness, and accuracy. Implementation is seen as a key to effective use of the MBL. Techniques for classroom use have included small groups in rotation, whole class problem solving, and demonstration. Those techniques that most directly involve student use of the MBL appear to have the greatest potential for effectiveness. (15 references) (Author/KR)

ED 338 493 SE 052 345

Orion, Nir; Hofstein, Avi
Factors Which Influence Learning Ability during a Scientific Field Trip in a Natural Environment.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Cognitive Development; Environmental Education; Experiential Learning; *Field Trips; Foreign Countries; Geology; High Schools; Learning Activities; Learning Strategies; Predictor Variables; Science Education; Science Instruction; *Student Attitudes
IDENTIFIERS- *Israel

The main goal of this study was to obtain insight about the factors that influence students' ability to learn during a field trip, in order to improve the planning and execution of learning field trips. The study was conducted in the context of a 1-day geological field trip for high school students in Israel. Three domains were tested by observations and questionnaires: (1) the nature of the learning activities during the field trip; (2) student attitudes to the field trip in which they had participated; and (3) changes in knowledge and attitudes following the field trip. Data were collected from the students, the teacher, and an outside observer before, during, and after the field trip. The research population consisted of 256 students in grades 9-11. Statistical procedures (t-test and analysis of covariance) were used in order to determine the effectiveness of age and preparedness on student performance during the field trip. It was found that the age variable had little significant influence and the preparedness variable was significantly more dominant. The learning activity of students who were prepared by studying a short unit that focused on cognitive preparation was significantly better than that of the other students. In order to determine variables that affect learning during a field trip, a multiple regression analysis was conducted. The regression included 22 different independent variables, which were grouped in three categories: background, pre-field trip, and field trip variables. Three variables were connected to student characteristics prior to the field trip and include knowledge level and type, acquaintance with the field trip area, and psychological preparedness. All together they define a "novelty space" for the student getting out on a field trip. It was concluded that reduction of this novelty space before

ED 338 512 SO 021 076

Brandhorst, Allan R.
What Can Social Science Research Tell Us about Community Service & the Social Studies?
PUB DATE- Nov 90
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November 15, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Community Programs; Curriculum Design; *Curriculum Development; Democratic Values; Elementary Secondary Education; Learning Theories; Political Attitudes; Political Influences; Role of Education; *School Community Relationship; Social Psychology; Social Responsibility; *Social Science Research; *Social Studies; Social Theories; Student Educational Objectives; *Youth Programs

There are several disturbing trends in U.S. public life. Citizens are increasingly distancing themselves from the institutions that structure decision making in the public domain. There is a diminishing sense of community, individuals tend not to have any personal obligation to their fellow citizens, nor do they seem to expect any consideration from others. The behavior of young persons show them to be both victims and manifestations of this progressive social pathology in frightening ways. One proposal for countering this trend is the idea of student service or community service as a feature of public education. This paper seeks to survey existing scholarship in social psychology and learning theory in search of research supportive of educational efforts to promote community service. A social psychological model of action is outlined and discussed in the interest of understanding the psychodynamics that underlie the withdrawal from community, and its flip side, commitment to community service. This model is related to specific goal areas appropriate to social education, and research relevant to implementing those goal areas in the classroom are reviewed. A proposal for integrating the goal areas into history, geography, government, and economics courses also is advanced. A 78-item list of references is included. (DB)

ED 338 513 SO 021 381

Bierschenk, Bernhard
Simulation of Action-Event Cooperation: Emergence of Knowing. No. 32.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Cognitive Psychology; Computational Linguistics; Foreign Countries; *Language Processing; *Social Science Research; Thinking Skills

An ecological approach to a psychological study of language is presented in this paper. Such an approach is based on the understanding that the process of perceiving an object or event is based neither in images or pictures nor in verbal or symbolic structures. In order for objects and events to become knowable, higher order cognitive processes must occur because these processes capture crucial qualities of structure and

system: (1) a lack of an organized structure; (2) limited resources; and (3) the continued teaching of Portuguese, an antiquated language for the population's present-day needs. (DB)

ED 338 535 SO 021 665

A Curriculum of Inclusion: Report of the Commissioner's Task Force on Minorities: Equity and Excellence.
PUB DATE- Jul 89
NOTE- 126p.; For a related document, see SO 021 666.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indian Culture; American Indians; Asian Americans; Black Culture; Blacks; *Curriculum Development; Curriculum Evaluation; Educational Change; Elementary Secondary Education; *Ethnic Groups; *Instructional Material Evaluation; Instructional Materials; Latin American Culture; Latin Americans; *Minority Groups; *Multicultural Education; Racial Bias; Social Studies; State Programs
IDENTIFIERS- *New York

This report reflects the work of a task force charged with examining curricular materials used by the New York State Department of Education to see if they adequately reflect the pluralistic nature of society, and to identify areas where changes or additions may be needed. The Task Force concluded that African Americans, Asian Americans, Puerto Ricans/Latinos, and Native Americans have been victims of curricular materials that negatively characterized or omitted the contributions of these groups to U.S. society and culture, and demonstrated a systematic bias favoring European culture and its derivatives. After highlighting some of the contributions to U.S. society by non-European cultures, the report documents how these contributions have been systematically distorted, marginalized, or omitted. The report goes on to identify some curricular materials that are of high quality, indicating that some progress has been made. Because the entire structure of the curriculum is shown to be flawed, an alternative conceptual approach is presented. The Task Force promotes the idea that all curricular materials be prepared on the basis of multicultural contributions to the development of all aspects of U.S. society. Such a balanced, integrated approach is seen as serving the interests of children from all cultures. Children from Native American, Puerto Rican/Latino, Asian American, and African American cultures will have higher self-esteem and self-respect, while children from European cultures will have a less arrogant perspective of being part of the group that has "done it all." The Task Force makes nine recommendations to accomplish what it sees as necessary reforms in New York State's curriculum, ranging from a revision of many curricular materials to a revision of teacher education and school administrator programs. Several appendices are included, featuring those that review the New York State curricular materials K-12 from the perspective of African American culture, Asian American culture, Latino culture, and Native American culture. (Author/DB)

ED 338 536 SO 021 666

One Nation, Many Peoples: A Declaration of Cultural Independence.

SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 66p.; For the Beginning Pashto Teacher's Manual (Units 1-14), see ED 323 767; for related docuements, see FL 019 797-800.
LANGUAGE- Pashto
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Traits; *Dialogs (Language); Foreign Countries; *Form Classes (Languages); *Grammar; *Pashto; Politics; Religious Cultural Groups; Second Language Instruction; Sociocultural Patterns; Teaching Guides; Uncommonly Taught Languages

The teachers' guide to the "Intermediate Pashto" textbook (FL 019 797) contains notes for the teacher on each of the fourteen units and sub-sections of the textbook. Unit and section headings are in English and Pashto; virtually all text is in Pashto. (MSE)

ED 338 077 FL 019 800

Tegey, Habibullah; Robson, Barbara
Intermediate Pashto. Workbook.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 169p.; For the Beginning Pashto Workbook (Units 1-14), see ED 323 765; for related Intermediate Pashto documents, see FL 019 797-799.
LANGUAGE- Pashto; English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cultural Traits; Foreign Countries; *Form Classes (Languages); *Grammar; *Pashto; Politics; Religious Cultural Groups; Second Language Instruction; Social Behavior; *Sociocultural Patterns; Uncommonly Taught Languages; Workbooks
IDENTIFIERS- Afghanistan

The workbook accompanies the "Intermediate Pashto" textbook (FL 019 797), and provides additional explanations, in English, of Pashtun culture and Pashto grammar. It also contains additional exercises, with answer keys. The units and sections correspond to those of the textbook. Unit overviews are intended to be read, with parallel textbook sections, before the class session in which the unit is to be worked on. Exercises for each unit are to be done at the completion of classwork for the unit. Some exercises require oral prompts, which are provided in the "Teachers' Manual "(FL 019 799). Notes are generally in English; exercises are in Pashto. (MSE)

ED 338 078 FL 019 803

Trute, Joy W.
Improving Collaboration among Primary Teachers To Facilitate Mainstreaming of Limited English Proficient Children.
PUB DATE- 91
NOTE- 97p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; Bilingual Education Programs; Cultural Pluralism; *Curriculum Development; *English (Second Language); Grade 1; Immersion Programs; Kindergarten; Language

PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Change Strategies; Communication Skills; *Cultural Pluralism; Curriculum; Elementary Secondary Education; English (Second Language); *High Risk Students; Hispanic Americans; *Limited English Speaking; *Minority Group Children; Native Language Instruction; Spanish; Teacher Role; *Teaching Methods; Trend Analysis
IDENTIFIERS- *Diversity (Student)

This report focuses on linguistically and culturally diverse students who enter the formal education process from homes and communities in which English is not the primary language. These students experience unrealized academic success. Data are presented on Hispanic students as an example, showing a 40% non-graduation rate, a 35% grade retention rate, a two to four grade level achievement gap, and a school segregation occurrence of 70%. California data are used to illustrate the anticipated rise in culturally-diverse school-age students over the next four decades; by 2030, 70% are expected to be non-Anglo. Recent research is reviewed on effective instructional practices, including high levels of communication, integrated and thematic curriculum, collaborative learning, language and literacy, and perceptions. It is concluded that linguistically and culturally diverse students can be served effectively, that they can achieve academically at levels at or above national norms, and that instructional strategies that work best acknowledge, respect, and build upon the language and culture of the home. Teachers are the key players and native language instruction is key in the early grades. Brief suggestions are offered. Contains 10 references. (LB)

ED 338 100 FL 019 845

Rumbaut, Marilyn
Title VII Newcomers Program in AISD, 1990-91.
PUB DATE- Jul 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *English (Second Language); High Schools; High School Students; *Immigrants; Language Proficiency; *Limited English Speaking; Program Evaluation; Teacher Role; *Transitional Programs
IDENTIFIERS- *Austin Independent School District TX

In 1990-91, the Austin Independent School District in Texas was awarded a 3-year Title VII grant to serve a population of "newcomers" (defined as students who had been in the United States for 1 year or less). The Newcomers Program was developed to serve the special needs of those students and to improve their English language proficiency and achievement skills. The program includes small classes, intensive English instruction, physical education classes, and content area classes, and the intent is for newcomers to transfer into regular English-as-a-Second-Language classes at the end of one school year. Compared to similar LEP students, the Title VII newcomers performed better on such measures of school success as attendance, grade point average, credits earned, and dropout rate. They also demonstrated an average gain of nine raw score points on the Language Assessment Battery pre- and posttests. The single most

Lawrence, Janet H.; Blackburn, Robert T.
Faculty at Work: A Manual for Institutional Self-Study. Self Assessment Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 90p.; From the National Center for Research to Improve Postsecondary Teaching and Learning Project on Faculty as a Key Resource. Cover title is "Faculty as a Key Resource: A Manual for Institutional Self-Study."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Data Collection; Higher Education; *Institutional Research; Measures (Individuals); Occupational Surveys; *Questionnaires; Sample Size; Scientific and Technical Information; *Self Evaluation (Groups)
IDENTIFIERS- *Faculty at Work Questionnaire

This document provides technical information about the "Faculty at Work" questionnaire for those considering using it in their institution. The "Faculty at Work" questionnaire was designed to gather data on a number of factors that are important elements of faculty motivation and may help plan for professional development activities or for monitoring the impact of organizational change on faculty members. This report is divided into three sections. The first presents background information about how the instrument was developed. The second section provides technical information about the questionnaire of interest to institutional researchers: reliability, samples, and factor analyses. A third section suggests uses. The report includes 31 references and three appendixes (copies of the instruments, a technical report on test-retest coefficients, and tables of factors by institutional type). (Includes 31 references) (JB)

ED 338 121 HE 024 934

Peterson, Marvin W.; And Others
Assessing the Organizational and Administrative Context for Teaching and Learning: An Institutional Self-Study Manual.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 93p.; From the National Center for Research to Improve Postsecondary Teaching and Learning Program on Organizational Context for Teaching and Learning.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Administration; *College Faculty; *College Instruction; *Educational Administration; Educational Environment; Higher Education; Institutional Characteristics; *Institutional Evaluation; Institutional Mission; Institutional Research; Questionnaires; Scientific and Technical Information; *Self Evaluation (Groups)

This self-assessment manual is intended to help institutions examine their academic management process to assess how they

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cluster Analysis; *College Outcomes Assessment; College Seniors; College Transfer Students; Comparative Analysis; *Core Curriculum; *Curriculum Research; *Educational Assessment; Higher Education; In State Students; Minimum Competencies; *Outcomes of Education; *Required Courses; State Colleges; Two Year Colleges; Two Year College Students; Universities
IDENTIFIERS- *Southern University LA

This paper describes a study of native and transfer students conducted at an urban doctoral-granting university (Southern University, Louisiana) to determine the comparability of commonly numbered coursework between a two-year college and the university within the same state system of higher education. Using a cluster analytic model, the study examined stratified samples of graduating seniors composed of transfer students and those who had earned their entire credits (the so-called "natives") at Southern University. Differences were found between the groups in the gains the students demonstrated in student incoming abilities, general learned abilities, and differences in coursework patterns in which they enrolled. In general, community college students showed greater gains than did natives and took a more discrete set of courses from a more limited array of choices. Additionally, the cluster analysis did not find clearly discrete and logical sets of general education coursework. The results did not support the efficacy of a statewide core curriculum and common course numbering system, but did support the current use of a wide range of options in a distributional general education requirement. These findings suggest the need for greater academic advising in undergraduate course selection or greater prescription in the curriculum. Contains 20 references. (GLR)

ED 338 141 HE 024 982

Ratcliff, James L.; And Others
Development and Testing of the Cluster-Analytic Model to Identify Coursework Patterns Associated with General Learned Abilities of College Students: Report on Evergreen State College Combined Samples.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- Jul 91
NOTE- 162p.; For a related document, see HE 024 981.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cluster Analysis; *College Outcomes Assessment; College Seniors; *Curriculum Research; *Educational Assessment; General Education; Higher Education; *Learning Processes; *Outcomes of Education; *Research Methodology; Scores; Statistical Analysis
IDENTIFIERS- Evergreen State College WA

This report presents the findings of the application of the Differential Coursework Patterns (DCP) cluster analytic model to the tests and transcripts of a combined sample of 1987-88 and 1988-89 graduating seniors at Evergreen State College (Washington). The project found that enrollment in different patterns of programs was consistently associated with gains in the general learned abilities of undergraduate students. Other findings indicated that the development of general learned abilities did not have an exact one-to-one relationship with departmental categories; that the development of general

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *College Students; *Courses; Higher Education; *Learning Processes; *Learning Strategies; Mathematics Skills; Reading Comprehension; *Social Cognition; Thinking Skills
IDENTIFIERS- Ithaca College NY; Mills College CA; Stanford University CA

The relationship between course work and general learning at Stanford University (California), Mills College (California), and Ithaca College (New York) was studied. The study used the Differential Course Work Patterns (DCP) Project faculty survey and Cluster Analytic Model (CAM) to link course work to student assessment. The study examined what the faculty perceptions of general learned abilities are in relation to the courses they taught, what advice faculty give to students who want to improve their general learned abilities, the results from the quantitative findings of the CAM study with the DCP for levels of congruency; and faculty members' perceptions of the courses they teach. Findings for both instruments indicated that reading comprehension, quantitative comparisons, and analytic reasoning were the types of general learned abilities where large changes occurred. At all three institutions students at or above the mean were more likely to enroll in course work associated with improvement in student learning. At all three institutions, faculty overestimated student cognitive skills in sentence completion and regular mathematics. Included are 32 references, copies of a letter to prospective participants, a copy of the DCP survey instrument, and procedures for syllabi and test administration. (JB)

ED 338 161   HE 025 002

Ratcliff, James L.; And Others
Development & Testing of the Cluster-Analytic Model To Identify Coursework Patterns Associated with General Learned Abilities of College Students: Georgia State Native Report on Combined Samples.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 177p.; For related documents, see HE 024 982 and HE 025 001.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; *College Students; *Courses; Higher Education; *Learning Processes; *Learning Strategies; Mathematics Skills; Reading Comprehension; Student Development; Thinking Skills
IDENTIFIERS- *Cluster Analytic Model; *Georgia State University

Using the Cluster Analytic Model (CAM), two samples of graduating seniors from Georgia State University were studied to determine the effect of different patterns of college course work on their general learned abilities. The CAM uses Student Achievement Test scores, Graduate Record Examination scores, and transcripts for course work patterns. Growth in learning displayed in the test score results suggested that the sample students showed improvement in learning in analytic reasoning, reading comprehension, and quantitative comparisons. In the analysis of courses taken by five or more students, these three item-types explained large proportions of the score variance. Taking different course work produced different effects in general learned abilities, and those effects varied among the students of the two classes. Results also indicate: (1) that those issues. A section on students displays data on test scores, enrollment, and student characteristics. A section on faculty and staff offers information on salaries, attitudes and activities, recruiting, and characteristics. A section on institutional resources looks at endowments, voluntary support, financial trends, tuition and costs, and research-and-development spending. The last section in this part of the almanac presents information on institutions, including administrators' views on status, current challenges, and enrollment trends; holdings of the top research libraries; leading research universities; and selective liberal arts colleges. The second half of the book offers a profile of higher education in each state including demographics, political leadership, colleges and universities, faculty and student information, financial information and miscellaneous current issues. Sources for the book's data are provided, and also included is a table showing the distribution of enrollment by racial and ethnic groups for fall 1988 at over 3,100 colleges and a list of important events in higher education during the 1980s. (JB)

ED 338 181   HE 025 023

Trow, Martin A.; Nybom, Thorsten
University and Society. Essays on the Social Role of Research and Higher Education. Higher Education Policy Series 12.
PUB DATE- 91
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Philosophy; Educational Trends; Foreign Countries; Futures (of Society); *Higher Education; *Research; Research Universities; Trend Analysis
IDENTIFIERS- Germany; Sweden; United States

This volume contains 14 essays on the role of research and higher education in society today and in historical perspective. The essays' titles and authors are as follows: "Vagabonds, Specialists or the Voice of the People: Scandinavian Students and the Rise of the Modern Research University in the 19th Century" (Nils Runeby); "Knowledge and Power: Constraints and Expansion of Professional Influence in Western Capitalist Society" (Rolf Torstendahl); "'Bending with the Breeze': Political Preferences and Institutional Reforms in the Modern University System--A Case Study" (Olof Ruin); "Humanties as a Mirror of Society: 'The Battle of the Historians' in the Federal Republic of Germany in the Late 1980s" (Thorsten Nybom); "Cultural Identity and Nationhood: The Reconstitution of Germany--Or the Open Answer to an Almost Closed Question" (Bjorn Wittrock); "'Scientific Bureaucracy'? Research Implementation and Swedish Civil Servants" (Rune Premfors); "The Fragmentation of Research, Teaching and Study: An Explorative Essay" (Burton R. Clark); "Bildung or Ausbildung: Scientific Dominance in Modern Higher Education" (Gunnar Bergendal); "The Research Connection: The Need for Argumentation in Teaching and Learning" (Stefan Bjorklund); "Research Training and the State: Politics and University Research in Sweden, 1890-1975" (Birgitta Oden); "The Exceptionalism of American Higher Education" (Martin Trow); "Swedish Research on Higher Education in Perspective" (Eskil Bjorklund); "The Academic Critique of the OECD Research Policy Doctrine: A Discursive Essay" (Sverker Gustavsson); "The American University and Research: A Historical Perspective" (Roger Geiger). Many of the essays include references, all of to its problems of transfer and articulation in the broader context of national concerns. Following a brief summary and overview, part 1 sets forth a seris of conclusions and six recommendations for action by the University of California, the California State University, the California Community Colleges, and the Commission itself. Part Two describes recent developments in seven states--Arizona, Colorado, Florida, Illinois, Maryland, Texas, and Washington--that are attempting to improve transfer and articulation processes. Part 3 summarizes research and writing about transfer from a national perspective. Parts 4 and 5 deal with specially funded efforts to improve transfer and articulation, part 4 describing federal and foundation funding, and part 5 discussing various activities and programs that are being undertaken in California itself. Three appendices describe the transfer efforts of the University of California and the California State University and list grants to research projects from the Organization of the State Higher Education Executive Officers. Includes 54 references. (Author)

ED 338 201 HE 025 044

Public Testimony Regarding Preliminary Draft Regulations to Implement the Private Postsecondary and Vocational Education Reform Act of 1989. A Report in Response to Assembly Bill 1993 (Chapter 1324, Statutes of 1989).
PUB DATE- Oct 90
NOTE- 323p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Criticism; *Educational Change; *Educational Legislation; *Educational Planning; Hearings; Higher Education; Postsecondary Education; *Private Colleges; *State Legislation; *Vocational Education
IDENTIFIERS- California State Postsecondary Education Comm

This report contains a May 1990 version of draft regulations for State oversight of California's private colleges, universities, and vocational schools, as well as the oral and written testimony regarding the regulations that the California Postsecondary Education Commission received during the summer of 1990. The draft regulations of June 11, 1990, are presented, including proposed regulations for approving degree-granting schools, and proposed regulations for non-degree granting private postsecondary vocational education institutions. In addition, the complete legislation of the Private Postsecondary and Vocational Education Reform Act of 1989 (California Education Code, Chapter 3, Part 59) is provided. Testimony (written and oral) of the presenters that was collected from two hearings held in June 1990 are also presented: this testimony is from an unedited taped version of those hearings. Likewise, the report reproduces the letters and other forms of written recommendations and comments as received. (GLR)

ED 338 202 IR 014 962

Sarchet, Bernard R.; Baldwin, Lionel V.
The National Technological University Meets a Worldwide Need.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)

includes articles entitled "The Computer as a Writing Tool," "Beyond Merlin and His Magic Staff," "Process Writing in the One-Computer Classroom," "Collaborative Writing Projects: Lesson Plans for the Computer Age," and "Logo Writing: Illustrating Poetry." Section 3 contains keyboarding articles entitled "Keyboarding--An Interview with Keith Wetzel," "Elementary Keyboarding--Is It Important?" "Keyboarding Skills: Elementary My Dear Teacher," "A Keyboarding Collection," and "First Grade Spelling Success with Keyboarding." Reviews of 18 computer software programs are then presented, followed by reprints of "Research Windows Highlights" (a series of brief reviews of recent research), and an article on computer-based reading and writing instruction, both from "The Computing Teacher." A 101-item bibliography concludes the report. (DB)

ED 338 219   IR 015 245

New Information Technologies in Schools: Teacher Training, Research and the Role of Universities. Illustrative Examples of Co-operative Projects between Universities and Schools = Exemples significatifs de projets de cooperation entres les universites et les ecoles.
PUB DATE- May 91
NOTE- 177p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Cooperative Programs; *Elementary Schools; Elementary Secondary Education; Extension Education; Foreign Countries; Higher Education; *Information Technology; School Role; *Teacher Education; *Universities

This guide contains examples of cooperative projects between universities and schools currently in existence in 22 countries in which the institutions of higher education are promoting or assisting with the implementation of new information technologies in elementary and/or secondary schools. Information given for each project includes the title of the project, contact person and address, duration of the project, funding for the project, associated universities, and a description of the aims, implementation plans, and products resulting from the project. The following countries are included: Australia (14 projects); Austria (3); Belgium (11); Canada (8); Denmark (7); Finland (3); France (8); Germany (5); Ireland (4); Italy (8); Japan (6); Luxembourg (1); The Netherlands (10); New Zealand (5); Norway (9); Portugal (11); Spain (3); Sweden (10); Switzerland (3); Turkey (2); the United Kingdom (15); and the United States (5). The project descriptions are listed by the country and the name of the university and written in either English or French. (DB)

ED 338 220   IR 015 247

New York State Teacher Resource and Computer Training Centers: Evaluation Report 1989-90. Executive Summary.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Books; Comparative Analysis; Databases; Higher Education; Indexes; Information Technology; Library Surveys; Online Searching; *Online Systems; *Opinions; Publications; Public Libraries; Questionnaires; *User Satisfaction (Information)
IDENTIFIERS- DIALOG; *Electronic Text; *Printed Materials

The rapid expansion of online publications has raised some concerns about the use of online databases in comparison with using traditional print publications. To determine the opinions of end users about using Dialog online databases versus their corresponding print versions, three libraries in Atlanta, Georgia--Atlanta-Fulton Public Library, Emory University Library, and Georgia State University Library--were surveyed. The survey results reveal that the users' habits and position are a determining factor in their opinions about online databases or print materials. The survey results also indicated that online users have not changed their views toward online information systems although information technology has greatly advanced in recent years. It is observed that online searching must be made simpler, more standardized, and geared more toward the needs of the end user. A summary of the advantages and disadvantages of the use of traditional books and computer databases and a copy of the survey instrument together with a tally of the responses are appended. (33 references) (MAB)

ED 338 238 IR 053 700

Olevnik, Peter P.
Information Literacy and the Library.
PUB DATE- Jun 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; College Students; Higher Education; Indexes; Information Technology; *Library Instruction; *Library Skills; Online Catalogs; Technological Literacy; User Needs (Information)
IDENTIFIERS- *Information Literacy

We live in an increasingly information-based society. A concomitant result of entry into this new era has been the accumulation, at an unprecedented rate, of the volume of information. This paper describes how the flood of information has impacted upon the academic library and how the library has responded to the continuing challenges of access. It also describes the library's efforts to ensure that students are able to understand and use the expanding range of access tools, from the print index to the computer-assisted catalog. A description of the State University of New York (SUNY) Brockport's latest bibliographic instruction course is provided as an example of such efforts. Finally, this paper re-states the meaning of information literacy, as defined by the American Library Association's Presidential Committee, in the context of the academic library and its student users. (6 references) (Author)

ED 338 239 IR 053 723

Children's Large Print Bibliography, 1990: A Bibliography of Materials Available in Large Print Format for Children.
PUB DATE- 90

California, profiling each library within its appropriate library type, i.e., public, academic, special, state agency, and county law. The data were gathered through the annual report forms for fiscal year 1989-1990 that were returned by 839 libraries out of an estimated total of 1,000 California libraries, excluding school libraries. Presented in the statistical tables are data on activities (e.g., interlibrary loans borrowed and lent, circulation, and total volumes); income, expenditures; staffing; and collections. These data are organized by library type and area population. Also provided is a state summary of library statistics for the fiscal year 1989-1990, plus the two preceding years. The data reported include total operating expenditures, salaries, library materials, full-time staff equivalents, total volumes, circulation, interlibrary loan (ILL) borrowings, ILL lending, and total number of reference questions answered during the year. A library index provides an alphabetical list of libraries by short form name with cross references to the full name and city of location. (MAB)

ED 338 259 IR 053 807

Streit, Samuel Allen
The Higher Education Act, Title II-C Program: Strengthening Research Library Resources. A Ten-Year Profile and an Assessment of the Program's Effects upon the Nation's Scholarship.
SPONS. AGENCY- H. W. Wilson Foundation, New York, NY.
PUB DATE- Aug 91
NOTE- 96p.; For the executive summary of this report, see ED 336 105; for a related report, see ED 304 166.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Case Studies; *Cataloging; *Federal Aid; Financial Support; Higher Education; *Library Collection Development; Library Networks; Longitudinal Studies; Microreproduction; Music; Online Catalogs; *Preservation; *Research Libraries; Shared Library Resources
IDENTIFIERS- *Higher Education Act Title II

The aim of this study is to trace how the Title II-C program has facilitated scholarly access to research materials across the United States. It is intended to give evidence of the importance of the Title II-C Program to libraries' efforts toward developing, preserving, and sharing their resources with the nation's scholars. The study consists of two components. Part 1 is a series of brief profiles presenting data pertaining to program funding by Congress, i.e., the number and size of grants awarded; the nature of institutions receiving Title II-C funding; the distribution of projects among the program's three primary funding priorities; and the geographical distribution of the 360 grants awarded between 1978 and 1989. Part 2 consists of 22 representative case studies, 11 of which illustrate the scope of project activity within the three program priorities--bibliographic access, preservation, and collection development. The remaining case studies describe the cumulative contributions of Title II-C funded projects to a single academic discipline: music. Two appendices describe the award process and highlight several issues and questions that merit additional consideration. The report concludes with a glossary of library and information science acronyms. (MAB)

ED 338 260 IR 053 809

*Curriculum Development; Educational Objectives; Educational Responsibility; Educational Trends; *General Education; *Liberal Arts; Two Year Colleges

These two chapters offer a rationale for the inclusion of civic education as a nexus of community college general education. The first chapter provides an introductory overview of various issues related to general education reform and the new emphasis among educators and critics on postsecondary civic or citizenship education. This chapter offers a historical overview of the purposes and content of general and liberal arts education, and its role in assuring socio-cultural unity through common learning. An argument is put forth for conceiving general education in a civic mode as a way of mediating the liberal and vocational strains of community college education. The current concern of academics and politicians with education's civic agenda is discussed in the context of the lack of college students' civic knowledge and the lack of institutional commitment to citizenship education prevalent in the 1970's and 1980's. The final chapter reviews the history of community college general/civic education from the institution's beginnings, while focusing on the three decades following the Truman-Johnson era (1950-1980). It also provides a critical discussion of the civic education commitments of selected community college general education plans connected with the curricular reforms of the 1980's. This chapter concludes with a model of community college general/civic education which incorporates a generic collegiate design, but is responsive to the unique circumstances of the two-year college. (AYC)

ED 338 278 JC 910 492

A 20-Year History of JCCC, 1970-1990.
PUB DATE- 90
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Educational Finance; *Educational History; Enrollment; *Enrollment Trends; *Institutional Characteristics; Local History; *School Community Relationship; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Johnson County Community College KS

In a special election in 1967, Johnson County (Kansas) voters approved by a three-to-one margin the establishment of a community college district, and in June 1969, voters approved $12.9 million in bonds to purchase a 220-acre site and to construct five buildings for a permanent campus. In August 1969, classes began in leased facilities, and in August 1972, classes and all operations moved to the permanent campus where close to 100 full-time faculty began teaching more than 3,600 students. In September 1973, the college was fully accredited by the Kansas State Department of Education. This history of JCCC provides information on the construction dates of specific facilities, reviews current programs available, profiles the student body, reviews enrollment trends from 1970 to 1990, provides revenue data, reviews graduation rates, and presents data on the number and gender of full-time instructors from 1970 to 1990. The bulk of the report consists of enrollment data tables examining student credit-hour enrollment; full-time equivalency enrollment; non-credit registrations; headcount enrollment and credit-hour enrollment by sex, age, residence,

DESCRIPTORS- *College Faculty; *College Role; Community Colleges; *Educational Research; Faculty Publishing; Scholarly Journals; *Scholarship; *Teacher Role; Two Year Colleges; *Writing for Publication
IDENTIFIERS- ERIC Digests

The community college's mission as a teaching institution rather than a research institution has typically avoided placing scholarship in a central position. In 1988, the Commission on the Future of Community Colleges advocated a broad definition of scholarship encompassing the integration, application, and presentation of knowledge in the core activities of curriculum development, service, and teaching. One researcher defines scholarship as a "systematic pursuit of a topic," whereas research, which builds upon previous scholarly works and results in verifiable knowledge, empirical data, and replicable procedures, is only one form of scholarship. Many community college professionals do not engage in scholarship because conducting outside research means sacrificing teaching hours. In addition to lack of time, lack of support and encouragement from college leaders is another barrier. A third barrier to scholarship is an unwillingness among community college faculty to encroach upon what is seen as the domain of the university. Scholarship can be encouraged in a variety of ways. The mission or goals of the community college must be adjusted to include scholarship, with presidents and deans setting an example for their faculty. An effective reward system will also serve to inspire scholarship. ERIC documents offer advice and guidelines for community college professionals who are interested in being published. In addition, many state and professional associations and state agencies publish high-quality periodicals as a forum for the exchange of information and ideas among their members or faculty members in their state. (JMC)

ED 338 295 JC 910 513

Prager, Carolyn
Learning Centers for the 1990's. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Libraries; College Role; Community Colleges; Educational Resources; Instructional Improvement; *Learning Laboratories; *Learning Resources Centers; Learning Theories; Models; Remedial Instruction; Skill Development; Two Year Colleges
IDENTIFIERS- ERIC Digests; *Learning Assistance Centers

In order to realize their academic missions and respond to state demands for access, assessment, and accountability, the nation's community colleges, along with all other institutions of higher education, are focusing increasingly on the enhancement of academic support services. Learning centers represent an important means of providing learning assistance. They exist in various forms under various names on different campuses. More has been written about the learning resource center (LRC) or library-based format than any other learning center model. The LRC tends to emphasize two main functions: the provision of traditional research, reference, and bibliographic support to students and faculty; and the use of recognition; duration of agreement; administrative rules and regulations and non-grievability of agreement; separability and savings clause; leaves of absence including bereavement leave, judicial leave, personal necessity leave, professional conference leave and leaves for inservice training, industrial accident or illness leave, sick leave, extended sick leave, quarantine leave, excused absence with pay, personal leave without pay, personal absence without pay, general leave policies, sabbatical leave, retraining leave, and banking leave; health and welfare benefits, including retiree coverage; instructional hours, duties and work load (including multiple site assignments, flexible calendar, and summer programs); salaries and travel allowances; evaluation policies and procedures (including method of evaluation, classroom visits, self-evaluation, disagreements on evaluations, split assignments, and work experience); and grievance procedures, including time limits and procedural steps. Appendixes provide the 1989-90 and 1990-91 instructional calendars; salary schedules; a review of board policies; and a sample statement of grievance form. (PAA)

ED 338 314   JC 910 537

Collective Bargaining Agreement: Glendale Community College District and Glendale College Guide-Local 2276 of the American Federation of Teachers, November 16, 1988-June 30, 1991.
PUB DATE- 88
NOTE- 89p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; Glendale Community College District CA

The collective bargaining agreement between the Glendale Community College District and the Glendale College Guild is presented. This contract, covering the period from November 16, 1988 through June 30, 1991, deals with the following topics: bargaining agent recognition; district rights; guild rights; grievance procedures; work stoppages; hours (including basic and office hours, teaching loads, assignment limitations, credit by examination, counselor attendance at meetings, and assignment travel time); leaves of absence; salaries; evaluation procedures and personnel files; minimum and maximum class size, including the formula for large lecture classes; health and welfare benefits; miscellaneous provisions concerning physical examinations and physician reports, payroll deductions, division chair load reductions, academic senate release time, and other matters; the effect of the agreement; and duration, termination, and negotiations. Appendixes provide information on salary schedules, summer session agreements, work year definitions, faculty evaluation, instructional television, an optional reduced workload program, and a professional services agreement. (JMC)

ED 338 315   JC 910 538

Agreement between Peralta Federation of Teachers (AFT/CFT, AFL-

Questionnaires; *School Age Day Care; *Staff Development; *Teacher Attitudes
IDENTIFIERS- California

A generic staff development model for kindergarten through sixth-grade child care programs is described. Recommendations for the what, when, and how of staff development activities are based on a review of the literature and a needs assessment survey administered in two school districts and a private sector, school-age child care program in California. The survey questionnaire focused on the term "staff development," current opportunities for staff development, recommended topics for staff development, and implementation suggestions. Forty-five questionnaires were distributed, with a 60 percent response rate. None of the respondents identified themselves primarily as support staff. Suggestions are offered for: (1) staff development topics such as discipline, first aid, stress, games, arts and crafts, child development, families; (2) monthly activities; and (3) provision of financial stipends for participation. Questionnaires and cover letters are provided. Contains 12 references. (LB)

ED 338 334 PS 019 798

Steele, Catherine
Recipes for Prevention. Substance Abuse Prevention
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Childrens Literature; Decision Making Skills; Health Education; Interpersonal Communication; *Learning Activities; *Preschool Children; Preschool Education; *Prevention; *Self Concept; *Substance Abuse

This handbook, which is the first in a series of materials being developed by an educational group in Albany, New York, for parents and caregivers of preschoolers, focuses on substance abuse prevention concepts. Its goals are to promote awareness that substance abuse prevention starts with very young children and to provide a format of activities for caregivers to implement with young children. Four prevention concepts covered involve: (1) self-concept; (2) decision making; (3) communication; and (4) healthy living. For each of these concepts, four children's activities are described. Activities include cutting out faces that depict different feelings, reading to children, and cutting out magazine pictures of people and food. Appendices include: (1) lists of developmental characteristics of 2-, 3-, and 4-year-olds; (2) an annotated bibliography of children's books relevant to each of the four concept areas; (3) a sample story activity for parent and child; (4) a list of early prevention education materials; and (5) an information sheet about drugs. (BC)

ED 338 335 PS 019 799

Snow, Catherine E.; And Others
The Social Prerequisites of Literacy Development: Home and School Experiences of Preschool-Aged Children from Low-Income Families.

The Effects of Misleading Information on Children's Memory for a Real-Life Event.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Long Term Memory; *Recall (Psychology); *Recognition (Psychology); *Young Children
IDENTIFIERS- Memory Tasks

This study examined the effects of misleading information on children's memory for a real-life event. In play sessions involving an experimenter, 36 6-year-olds and 36 9-year-olds individually participated by playing games with a research assistant. In the sessions, six critical items were present: two items identified the room; two identified the experimenter; and two identified the action. After 2 weeks, children returned and were read a narrative containing four pieces of suggested information and two pieces of novel information they were not exposed to during the first session. Items used in the play session about which the researcher tried to mislead the child (misled event items) were inaccurately described in the narrative by the experimenter. Then the exprimenter showed the children items from the play session (event items) and the narrative (suggested items), and novel items; and asked whether they remembered seeing these items in the play session. There was no difference in responses by age. Children responded more accurately on control event items than misled event items. Memory impairment effects were found for person and room information but not for action information. In a free recall task, there was a significant difference in older children's memory of control and misled items. In a prop selection task, children at both ages chose a higher porportion of control event items over misled event items. Eight references are cited. (BC)

ED 338 355   PS 019 887

Eylon, B.; And Others
Cultivating Visual Cognition in Young Children. A Research and Development Report of the Agam Project.
PUB DATE- Dec 90
NOTE- 199p.; For 1983-84 progress reports, see ED 291 461-462.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Ability; *Curriculum Development; Foreign Countries; *Preschool Children; Preschool Education; Program Evaluation; Program Implementation; *Visual Learning; Visual Literacy
IDENTIFIERS- *Agam Method of Visual Education; *Israel

The goal of the Agam Program is to teach visual literacy to preschoolers. The Agam Project implemented the program in Israel in 1983. This report summarizes the second cycle of research on the program, which was conducted in 1985-87. The Agam Program integrates visual concepts with specific skills and develops specific cognitive processes. The program is for children aged 3-6 years and for various types of preschool classrooms. To evaluate the program, project staff adopted a

PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care; *Experimental Programs; Low Income Groups; Preschool Children; Preschool Education; *Program Design; Program Effectiveness; *Unemployment; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; North Carolina (Mecklenburg County); *Subsidized Child Care Services; *Welfare Reform

This report describes the context, design, and findings of an evaluation of a welfare reform initiative, the Recycling Fund Concept, in Mecklenburg County, North Carolina. The proposed fund would allocate money to parents of preschool children who receive Aid to Families with Dependent Children (AFDC). The concept assumes that lack of child care is an obstacle to the employment of these parents. Money saved from reduced AFDC payments would be recycled into child care services. The experimental intervention compared the amount of welfare expenditure for an experimental group of 300 individuals who were offered subsidized, employment-dependent child care support, and for a control group of 302. Pre- and post-intervention surveys were conducted to ascertain attitudinal characteristics of the experimental group. Results from the evaluation indicated that the offer of subsidized child care support had no effect in promoting employment-related behaviors or outcomes, or in reducing welfare expenditures. However, results from the surveys indicated that lack of child care was mentioned most often as a barrier to employment. A reference list of 77 items is provided. Appendices include samples of pre- and post-intervention surveys, samples of letters to clients, and results of a times series study. (BC)

ED 338 374 PS 019 943

Kuczynski, Leon
Emerging Conceptions of Children's Responses to Parental Control.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Child Rearing; Discipline; Foreign Countries; Locus of Control; Motivation; Obedience; *Parent Attitudes; *Parent Child Relationship; *Parenting Skills; Personal Autonomy
IDENTIFIERS- Canada; *Child Behavior; Child Responsiveness; Developmental Theory; Internality Externality

This paper reviews the behavior modification and internalization models of parental control of children, and explores the conceptualizations of children's responses to control that are emerging from the literature on development. In the behavior modification model, no distinction is made among types of child compliance or noncompliance. Researchers emphasize the dysfunctional nature of noncompliance, which is attributed to unskillful parental management. The goal of parenting is immediate compliance, and parenting skills involve power assertion. This model does not consider the problems of fostering children's long-term compliance and developing autonomy. In the internalization model, both external and

Peet, Susan H.; Melson, Gail F.
Parental Beliefs about Development, Parental Attributions and Child Development.
PUB DATE- 19 Apr 91
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attribution Theory; *Beliefs; *Child Development; Cognitive Development; Daughters; Father Attitudes; Mother Attitudes; *Parent Attitudes; *Parent Child Relationship; Parent Influence; Parent Role; Preschool Education; Sex Differences; Sons

This study examined the relationship between parents' general beliefs about child development and parents' beliefs regarding their child's performing a hypothetical developmental task with ease or with difficulty. The relation of these beliefs to the children's development was also considered. These relationships were examined separately for mothers and fathers. Sixty families, each with a 3-year-old child, participated in the study. The Beliefs About Development Questionnaire was used to assess parents' general beliefs regarding the nature of children and how they change over time. Parents were asked to prioritize explanations to 30 questions about various aspects of child development in a forced choice format. The Parental Attribution Style Questionnaire was used to determine parents' attributions. Children's receptive vocabulary was measured by the revised Peabody Picture Vocabulary Test and the Preschool Inventory was used to measure children's overall development. When patterns of association regarding parents' generalized beliefs about development and child development were examined without differentiation of the sex of the child, no significant patterns of association emerged. However, when detailed analyses were conducted separately for mothers and fathers with sons, and mothers and fathers with daughters, significant relationships emerged. Findings concerning specific beliefs about development suggest that there tends to be a belief about the cause of the child not performing the task which makes the child, not the parent, responsible for the failure. Findings indicated that in group analyses, mothers and fathers did not differ significantly in generalized beliefs about development. But when patterns of association were analyzed, many associations differed depending on the sex of the parent. (SH)

ED 338 395 PS 019 980

Herman, Hannah S.; Mistry, Jayanthi
Impact of Preschool on the Development of Early Literacy.
PUB DATE- Apr 91
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Language Skills; *Literacy; Low Income Groups; *Prereading Experience; *Preschool Children; Preschool Education; *Reading Readiness; Reading Skills; School Effectiveness
IDENTIFIERS- *Emergent Literacy; Hawaii; *Print Awareness

seen as good by all children. Foods considered not good included chocolate biscuits, cakes, and dry biscuits. Third, children were asked why people needed to eat food and how food helps one grow. Children were provided with an outline of a human figure and were asked to draw the path food follows after it is taken into the body and to describe the path. Children's drawings dispayed varying levels of understanding of digestive and nutritive processes. In general, results indicated that traditional food categories are not well understood by young children. A list of 13 references is included. (BC)

ED 338 415 PS 020 013

McConnell, Beverly B.
Evaluation of the Parent Leadership Training Program, 1990-91.
PUB DATE- 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Leadership Training; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; *Parent Workshops; Program Effectiveness; Program Implementation; Recruitment; *Teacher Participation
IDENTIFIERS- *Washington

This report evaluates the 1990-91 implementation of the Parent Leadership Training Program in Washington State. Teams from each of seven elementary schools received a manual of materials and guidance on recruiting parents, involving teaching staff, and providing support services. They then implemented the program in their schools. The first part of this report on findings from the program addresses parent involvement in workshops. It was found that asking parents to preregister for parent workshops increased the likelihood of their attendance. Child care arrangements that were well-staffed were essential to parents' participation in school programs. Programs providing more time for socialization were more successful. The most effective programs were those which were most interactive. The highest parent attendance occurred when workshop topics were developed from a local interest survey. The second part of the report addresses school staff involvement. It was found that the greater the participation by staff in determining ways to increase parental involvement, the more likely the resultant programs were to succeed. The third part of the evaluation concerns the initiation of school change. Providing a regular forum for parents to voice their concerns increased schools' responsiveness to those concerns. The conclusion summarizes answers to questions raised in the evaluation of the program. (BC)

ED 338 416 PS 020 014

Kirkpatrick, Nanda D.; And Others
Prekindergarten Program Description, 1990-91.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Asian Americans; Black Students; *Economically Disadvantaged; *Educationally Disadvantaged; Hispanic Americans; Inservice Teacher Education; Limited English Speaking; Minority Groups; *Preschool Education; *Public

"What Should We Teach Kindergarten Children?" (Bernard Spodek); "Developing an Integrated Unit for Kindergarten" (Patricia Clark Brown); "Long-Term Projects" (Melanie Turnipseed Kenney); "Fostering Emergent Literacy in a Publishing Center" (Jeanette Allison Hartman); "Integrating Multicultural Perspectives into Early Childhood Education" (Min-Ling Tsai); and "Creating Meaningful Kindergarten Programs" (Mary Gatzke). Contains 82 references. (LB)

ED 338 437 PS 020 054

Establishing a Successful Family Day Care Home: A Resource Guide for Providers.
PUB DATE- 90
NOTE- 172p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Test, Questionnaires, Evaluation Instruments (160),Reference Materials - General (130)
DESCRIPTORS- Administrator Qualifications; Child Abuse; *Child Caregivers; Child Health; Costs; Early Childhood Education; *Educational Planning; *Family Day Care; Insurance; Nutrition; Parent Participation; Recordkeeping; Records (Forms); Resource Materials; Safety; Scheduling; *Small Businesses; State Agencies; Young Children
IDENTIFIERS- Massachusetts

A resource guide for family day care providers in Massachusetts was developed as an initiative of the state Office for Children. Chapters are as follows: (1) Getting Ready to Do Family Day Care (e.g., definitions, provider qualifications, preparing your home, assistants, complaints); (2) Partnership with Parents (e.g., interviews, trial period, communication, parental involvement, forms, adjustment period, and folders containing records on children); (3) Caring for Children (e.g., introducing children to day care, scheduling, activities and materials, nutrition, home safety, emergencies, health practices, illness, child abuse prevention and reporting); (4) Operating Your Family Day Care Business (e.g., establishing a business plan, pricing, recordkeeping, taxes, insurance, recruiting children); and (5) Resource Guide (e.g., state agencies, referral agencies, hotlines, food and nutrition programs, books, periodicals, newsletters, and magazines). Appended are a wide variety of Office for Children forms, other blank sample forms, and health and safety handouts. Contains 30 references. (LB)

ED 338 438 PS 020 055

Childs, Carol
Coordinating Montessori and Traditional Education through the Use of Units Focused on a Skill Based Competency and Training Staff To Be Goal Directed.
PUB DATE- 91
NOTE- 47p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Education; *Concept Teaching; *Conventional Instruction; *Day Care Centers; Early Childhood Education; Educational Objectives; Lesson Plans; *Montessori Method; *Preschool Curriculum; Skill Development; Teacher Education; *Units of Study

aspirations. It also explores the relationships between student background factors and location of school. The sample consisted of 529 seniors in the class of 1989 in 10 rural high schools, and 718 seniors in 5 urban high schools. Data were obtained by a questionnaire survey and a review of academic records. Large differences were found between urban and rural school characteristics. Urban schools were larger; had more teachers, administrators, and support staff; and offered more courses and extra-curricular activities. They were also more costly to operate on a per-pupil expenditure basis. Rural students appeared to be fairly homogeneous, while the urban students seemed to have a greater mix of race and cultures. The high school curricula in the urban schools emphasized either academic education or vocational education. Few students were in what might be called a general curriculum. However, one-fourth of the students in the rural schools were enrolled in the general curriculum. Socioeconomic status scores were much lower for families in rural areas than for families in urban areas. Most students planned to advance their education beyond high school. Students from urban and rural areas differed little in their levels of occupational aspirations; however, students in rural areas have lower income expectations. It is recommended that the positive features of rural and urban schools be combined. (KS)

ED 338 457 RC 018 367

Van Boskirk, La Rita
Scotts Bluff County Nebraska Juniors Educated in Class I Elementary Schools v. Juniors Educated in Class II or Class III Elementary Schools.
PUB DATE- 15 Apr 89
NOTE- 59p.; A Field Study for a Specialist Degree in Educational Administration, Kearney State College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Elementary Education; Elementary Schools; *High School Students; *Outcomes of Education; Rural Education; *Rural Schools; *School Districts; School Size; Student Behavior; *Student Participation
IDENTIFIERS- *Nebraska (Scotts Bluff County)

In Nebraska, where nearly 70% of elementary school districts are rural, there is much debate about whether students from small rural schools have educational opportunities equal to those of students from town or city schools. This paper compares the performance, participation, and behavior of high school juniors who attended elementary schools in different types of school districts in Scotts Bluff County, Nebraska. Subjects were 26 juniors who had attended Grades K-8 in Class I elementary schools (those in a school district maintaining only elementary grades under the supervision of a single school board) and 26 juniors who attended elementary schools in unified school districts, matched for IQ scores. For each student, the high school principal or superintendent provided information on achievement test composite score, grade point average, participation and letter achievement in sports, participation and office holding in school organizations, attendance, and disciplinary referrals. T tests were conducted to compare the outcomes of the two groups. There was no significant difference between the two groups in any area investigated. The principal questionnaire is included. (SV)

PUB DATE- 90
NOTE- 6p.; Paper presented at the Rural Education Symposium of the American Council on Rural Special Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-23, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Community Programs; Daily Living Skills; *Independent Living; *Inservice Teacher Education; Interdisciplinary Approach; *Job Training; Secondary Education; *Secondary School Students; Special Education; Special Needs Students; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans

This paper provides an overview of the transition process for students with severe handicaps. For secondary age youths with severe handicaps, explicit and intensive transition planning is necessary to bridge the gap between school experiences and adult life. The transition planning process is designed to build the skills necessary for an individual to function competently in the community and to establish support services necessary to ensure that participation is maximized and maintained over time. The focal point of the transition process is the development of a formal individualized transition plan (ITP) for every student with handicaps. The ITP must begin before placement in the community occurs. With the transition team effort, the ITP identifies adult residential and employment goals, and support services needed to maximize independence in the community. The Community Based Inservice Model (CBIM) is a federally funded project that is designed to provide training to educators to assist the transition of youth with moderate to severe handicaps. The CBIM offers training opportunities in transition planning, community based activities, and the placement of students in community jobs. The vocational component features community jobs at integrated job sites, on-site job training, and a variety of job experiences. The community based component teaches skills such as shopping, laundry, and banking in the community where the skills will be used. (KS)

ED 338 476 RC 018 399

Hite, J. C.; And Others
Human Capital Formation as a Strategy for Rural Development: Who Benefits and Who Pays? Working Paper Series.
SPONS. AGENCY- Clemson Univ., SC. Strom Thurmond Inst. of Government and Public Affairs.
PUB DATE- Mar 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Southern Regional Science Association (29th, Washington, DC, March 22-24, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; *Expenditure per Student; *Human Capital; *Property Taxes; *Public Policy; *Rural Development; Rural Education; Rural to Urban Migration; Rural Urban Differences
IDENTIFIERS- South Carolina

This paper theorizes on the pattern in which investment in human the field trip can enhance learning performance during the field trip. (17 references) (KR)

ED 338 494 SE 052 346

Shepardson, Daniel P.
Relationships among Problem Solving, Student Interactions, and Thinking Skills.
PUB DATE- 9 Apr 91
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Cognitive Development; Data Analysis; Grade 8; Junior High Schools; Models; Predictor Variables; *Problem Solving; Science Education; *Student Characteristics; *Teacher Student Relationship; *Thinking Skills

Eighth-grade students (n=42) were observed during five different life science problem-solving activities. Student interactions and thinking skills were recorded in relation to the problem-solving steps. A causal model was hypothesized and tested using path analysis procedures. The hypothesized causal model was adjusted based on path coefficients of p .1. The final causal model indicated that the problem solving steps had a greater influence on the use of thinking skills than student interactions, with data analysis influencing student interactions and thinking skills having the greatest. However, student interactions fostered the use of thinking skills to solve problems that otherwise may not have been used. Student interactions appeared not to enhance the variety of thinking skills that all students used during problem solving. Students used focusing, analyzing, and evaluating skills during problem identification/refinement. Students may have failed to plan sufficiently to solve their problems and to evaluate their thinking data collecting procedures by not using appropriate thinking skills. During data analysis students incorporated scientific knowledge into their explanations and evaluated their analysis process and conclusions. (KR)

ED 338 495 SE 052 347

Currie, Jan
Mathematical Achievement of Aboriginal Children.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Mathematics; Foreign Countries; Indigenous Populations; *Intervention; Interviews; Mathematical Enrichment; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; Pretests Posttests; Primary Education; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Aboriginal People; *Australia (Western Australia)

A project was designed to improve Aboriginal children's performance in mathematics, starting from their earliest introduction to number work. It explored the use of an enriched mathematics environment that minimally conflicts with traditional Aboriginal learning styles. The study was concerned form. In light of the presupposed relationship between function and form, a computer simulation of neurotic behavior is critiqued. An 18-item list of references is included. (DB)

ED 338 514   SO 021 425

Parker, Franklin; Parker, Betty June
Education in England and Wales: An Annotated Bibliography.
PUB DATE- 91
NOTE- 616p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Educational Administration; Educational History; *Educational Resources; Elementary Secondary Education; Foreign Countries; Higher Education; *International Education; Preschool Education; Teacher Education; *Welsh
IDENTIFIERS- *England; *Wales

Materials concerning education in England and Wales are presented in this annotated bibliography containing an introduction and 13 topical chapters. The introduction features a brief history of state education in England and Wales and an essay on educational structure and the school ladder under the Educational Reform Act of 1988 (ERA 88). The chapters in the book are: (1) Education Reform Act of 1988 (ERA 88); (2) Administration; (3) History of Education; (4) Early Childhood Education; (5) Primary (Elementary) Education; (6) Secondary Education; (7) Teacher Education; (8) Higher Education; (9) Postschool (age 16) Further and Adult Education; (10) Vocational Training and Technical Education; (11) Science, Mathematics, and Engineering Education; (12) Wales and Welsh Language; and (13) Women's and Girls' Education. A list of journals used in compiling the bibliography, as well as an author index and a subject index are included. (DB)

ED 338 515   SO 021 434

Grant, Thomas N.
Rural Self Development in India: Two Case Studies. A Curriculum Supplement.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.; United States Educational Foundation in India.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Community Development; Developing Nations; *Economic Development; Foreign Countries; High Schools; Learning Activities; Modernization; *Rural Development; Social Studies
IDENTIFIERS- *India

Case studies of two, successful, rural, self-development programs in India are presented in this document, which is designed to supplement the study of India in the social studies curriculum. After a brief introduction to India's village system, the two projects are discussed. The first case study presents a water collection system in Bagrunda village near Udaipur in the state of Rajasthan. The second case discusses the introduction of sericulture to a farming community near Bangalore, Karnataka. Both cases offer examples of groups of people working together and with others to improve their lives. These examples are

The Report of the New York State Social Studies Review and Development Committee.
PUB DATE- Jun 91
NOTE- 94p.; For a related document, see SO 021 665.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Curriculum Development; *Curriculum Evaluation; *Educational Assessment; Educational Change; Educational Philosophy; Educational Policy; Elementary School Curriculum; Elementary Secondary Education; *Instructional Material Evaluation; *Multicultural Education; *Role of Education; Secondary School Curriculum; *Social Studies; State Programs; Student Educational Objectives
IDENTIFIERS- *New York

The committee that produced this report was asked to review existing New York State social studies syllabi and to make recommendations to the Commissioner of Education designed to increase students' understanding of U.S. culture and its history; the cultures, identities, and histories of the diverse groups that comprise U.S. society today; and the cultures, identities, and histories of other people throughout the world. A review of the existing syllabi respecting these concerns found them to be inadequate. The syllabi were found to contain insensitive language, to draw upon too narrow a range of culturally diverse contexts, and to omit content, felt to be essential, specific to some groups and areas of the world. Among the committee's overall recommendations were that the present New York State social studies syllabi be subjected to detailed analysis and revision to provide more opportunities for students to learn from multiple perspectives and to remove language that is insensitive or that may be interpreted as racist or sexist. The committee also made recommendations concerning the specific areas of teaching and learning, the State Syllabi, and guidelines for implementation. The report concludes with reflective commentaries by several members of the committee in which some dissents are registered and in which others expand upon positions that are held by specific committee members. (Author/DB)

ED 338 537 SO 021 671

Duea, Joan; And Others
Maps & Globes: An Instructional Unit for Elementary Grades.
PUB DATE- 88
NOTE- 59p.; For related materials, see ED 284 804 and SO 021 672.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Curriculum; Fundamental Concepts; *Geographic Concepts; *Geography Instruction; Instructional Materials; *Maps; *Social Studies; Student Educational Objectives; Units of Study

Designed to help elementary school students to learn basic skills and knowledge of certain geographic concepts, this unit has 20 lessons. Each lesson has objectives, activities, and materials for map-related tasks, with samples of tests and worksheets

Skills; *Limited English Speaking; Mainstreaming; Primary Education; Program Development; *Student Placement; *Teacher Participation

A practicum is reported that was designed to organize collaborative efforts among primary, English for Speakers of Other Languages (ESOL), and bilingual teachers at an elementary school with a 1,200-student enrollment. The school had seen a transition from a white, middle-class to a racially mixed and transient community, with large segments from the Caribbean Basin and Latin America. Full-time immersion English programs had been established to meet the needs of the limited English proficient (LEP) students, resulting in isolated instruction with little interaction between mainstream and ESOL/bilingual teachers and causing efforts to mainstream LEP students to be hampered. Planning meetings were held to develop a cohesive 8-month curricular plan to integrate language arts and content area studies, and to coordinate bilingual instruction with ESOL plans reflective of mainstream class instruction. Student progress was determined by assessment instruments and individual student portfolios. Student achievement and teacher attitudes indicate that the practicum objectives were obtained. Contains 26 references. (LB)

ED 338 079 FL 019 804

Hufford, Michelle
The Rain in Spain Stays Mainly in the Plain: How English-Speaking Teachers View Non-native Students.
PUB DATE- May 91
NOTE- 36p.; M.S. Thesis, Dominican College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Environment; Dialects; *English (Second Language); Error Analysis (Language); Higher Education; *Language Skills; *Pronunciation; Questionnaires; *Second Language Learning; Student Teachers; *Teacher Attitudes; Teacher Student Relationship

Instructor attitudes toward students with non-native accents were examined in a study of 55 student teachers attending a small, private liberal arts college in the San Francisco (California) area. A review of the literature included information on error analysis, communication, general attitudes, instructor attitudes, and classroom behavior and practice. Instructors were asked to give their opinions of the speaker in a German-accented tape recording of a selection from "A Tale of Two Cities." Results indicate the reactions were neither clearly positive nor clearly negative, but contain elements of both. Responses fell into 15 categories, such as: listen more carefully; be more patient; give student no special treatment; suggest student employ voice modulation; ask student to repeat; ask student to slow down; and request information about student's heritage. Research implications are noted. The questionnaire is appended. Contains 50 references. (LB)

ED 338 080 FL 019 805

Syamala, V.
Acquisition of English Syntax by Non-Native Speakers. A Case Study of ESL Learning by Malayalee Children.
PUB DATE- 91
NOTE- 17p.; Paper presented at the Regional Language Centre Seminar (Singapore, April 22-28, 1991).
LANGUAGE- English

important opinion issue to emerge was the role of the teacher, whose effectiveness as measured by such criteria as commitment, cultural sensitivity, enthusiasm, and high motivation is considered key to the program. Students demonstrated a commitment to attending school and moving forward with their education. (LB)

ED 338 101   FL 019 847

Hebert, Denis
A Study of the Influence of Reading a Tapescript To Help Prepare and Develop the Acquisition of Listening Comprehension in English as a Second Language When Using Authentic Video Material with Intermediate Students at the CEGEP Level.
PUB DATE- 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decoding (Reading); *English (Second Language); Foreign Countries; *Listening Comprehension; Reading Assignments; Reading Instruction; *Second Language Learning; Videotape Recordings
IDENTIFIERS- *Authentic Materials

An experimental investigation conducted in a rural area of the Province of Quebec (Canada) was designed to show that the assignment of specific reading tasks enhances the development of listening comprehension ability when using authentic video material with intermediate-level English-as-a-Second-Language (ESL) learners. Using a pre-test post-test control group design, the study involved 53 students. It was found that through the use of scripted authentic video materials combined with specific reading and listening tasks, the ESL learners in the experimental group showed significant progress in listening comprehension ability. However, the ESL learners in the control group who were merely assigned specific listening tasks showed no significant progress in the same ability over the same period of time. It is concluded that reading a tapescript of video materials prior to viewing them prepares learners to recognize and decode what they hear. Appended are: a description of content in audio-visual materials and nature of listening tasks; vocabulary and expressions studies; and video quizzes. Contains 31 references. (LB)

ED 338 102   FL 019 848

Brooks, Pauline E.
Designing and Evaluating Language Programs for African American (Black) Dialect Speakers: Some Guidelines for Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Black Dialects; Black Influences; Black Students; Cooperative Planning; Curriculum Development; Elementary Secondary Education; Guidelines; Language Research; *Language Skills; *Nonstandard Dialects; *Program Design; Program Development; *Program Evaluation; *Pronunciation

The intent of this paper is to synthesize portions of the African American dialect literature that have relevance for designing, create and foster a climate that promotes undergraduate teaching and learning. It contains three instruments for self-administration. The "Institutional Case Study Guide" helps users analyze their institution's educational improvement strategy by looking at its mission and purpose, its academic culture, its leadership patterns, and its emphasis on different academic management functions. The "Academic Management Practices Inventory" presents a comprehensive list of academic management practices that, according to previous survey results, have an impact on the teaching and learning process, and serves as a useful way to assess the pattern of these practices. The "Organizational Climate for Teaching and Learning Survey" measures faculty and administrator's perceptions of the institution's academic purpose and organizational culture, several dimensions of academic management climate, and faculty motivation for and satisfaction with undergraduate education. Appended are instructions for administering the instruments and assessing the results and the instruments themselves. (JB)

ED 338 122 HE 024 935

Pintrich, Paul R.; And Others
A Manual for the Use of the Motivated Strategies for Learning Questionnaire (MSLQ).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 76p.; From the National Center for Research to Improve Postsecondary Teaching and Learning Project on Instructional Processes and Educational Outcomes. For a related document, see HE 024 936.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Higher Education; *Learning Motivation; *Learning Strategies; *Questionnaires; Research Methodology; Scientific and Technical Information; *Student Educational Objectives; *Student Motivation
IDENTIFIERS- *Motivated Strategies for Learning Questionnaire

This manual is a guide to the "Motivated Strategies for Learning Questionnaire" (MSLQ) for assessing college students' motivational orientations and their use of different learning strategies for a college course. The MSLQ, based on a general cognitive view of motivation and learning strategies, contains two sections. The motivation section consists of 31 items that assess students' goals and value beliefs for a course. The learning strategies section includes 31 items regarding students' use of different cognitive and metacognitive strategies and 19 items concerning student management of different resources. The guide contains an introduction that details the survey's development, scoring, organization, and administration suggestions. Two sections explain the two components of the instrument in detail, listing the items, explaining their significance, and offering descriptive statistics. Also included in other sections are a sample fact sheet; a sample demographic sheet; a copy of the questionnaire itself; a sample feedback form; 11 references; and an appendix listing demographic information, scale correlations, and confirmatory factor analysis results. (JB) learned abilities was not confined to the lower division; and that there was little formal monitoring and description of the curriculum in terms of general learned abilities. The report is divided into seven sections, each describing one of the following research components: the theoretical basis for the differential coursework hypothesis including the development of the cluster analytic model as a means of testing the hypothesis; the procedures and methodology used; the major characteristics of the two samples of graduating seniors whose transcripts and test scores provided the data analyzed; characteristics of the programs found on the student transcripts in terms of the criterion variables; the intended curriculum of the institution, its goals, curriculum organization, and structure; the findings; and a summary, conclusions, and recommendations. Contains 199 references. (Author)

ED 338 142 HE 024 983

Badger, Julie, Ed.
Bibliography of Education Theses in Australia: A List of Theses in Education Accepted for Higher Degrees at Australian Universities and Colleges in 1988.
PUB DATE- Dec 90
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Authors; Citations (References); Degrees (Academic); *Doctoral Dissertations; Educational Research; Foreign Countries; Higher Education; Indexes; *Masters Theses; Subject Index Terms
IDENTIFIERS- Australia

This annotated bibliography lists 368 higher degree theses for degrees at both master and doctoral levels in the field of education awarded during 1988 in Australia. The Introduction explains the nature, purpose, and organization of the bibliography. It provides information on subject coverage by degree awarded, availability of theses, and other pertinent topics. This is followed by a table showing distribution of theses among institutions by state and a list of authors by institution. The Main Entry Section contains full citations, arranged in alphabetical order by author surname, with an abstract and subject descriptors from the Australian Thesaurus of Education Descriptors and the Australian Education Index subject identifiers. Finally, the Subject Index provides alphabetical sequence of descriptors and identifiers with the title of the theses and main entry number displayed after each. (GLR)

ED 338 143 HE 024 984

Nolte, Walter H.
Dismissal and Non-Renewal of Higher Education Probationary Faculty.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; *College Faculty; *Court Litigation; Court Role; Elementary Secondary Education; *Employer Employee Relationship; *Employment Problems; Higher Education; Job Performance; Nontenured Faculty; *Teacher Employment; Tenured

the CAM provides useful information to colleges about the mix of assessment measures that reflect what the students learn and what the college intends to teach them; (2) that it can assist at schools with a distributional general education requirement in assessment of their core curriculum; and (3) that it can, with computer linkages, help with student advising. The report includes a description of the research design for the model and a bibliography of over 200 items. (JB)

ED 338 162 HE 025 004

Magnen, Bob, Comp.
147 Practical Tips for Teaching Professors.
PUB DATE- 89
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Class Organization; *Classroom Techniques; Collegiality; *Discussion (Teaching Technique); Higher Education; *Lecture Method; Student Evaluation; *Student Improvement; *Student Motivation; Student Participation; *Teaching Methods

This booklet provides practical tips, techniques, hints, and suggestions developed by and for college teachers. The handbook serves as a useful guide for teachers who wish to improve their performance in the classroom. Specific topics include keeping students' attention and interest, helping students to think, teaching effectively in large group settings, working with colleagues, and evaluating students. In addition, advice is given on helping students to read, utilizing group projects, and motivating students. The tips are given in the hope that faculty will experiment, customize, and personalize those that work best for their particular situations. (GLR)

ED 338 163 HE 025 005

Turning Challenges into Opportunities for Minority Students at New Jersey State Colleges, 1991 Update. Staff Report 91-01.
PUB DATE- Jun 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; College Preparation; *Educational Planning; *Enrollment; Faculty Development; Higher Education; *Minority Groups; Racial Discrimination; Role Models; School Holding Power; Staff Development; State Colleges; State Universities; Statistical Analysis; Student Recruitment; Trend Analysis
IDENTIFIERS- *New Jersey

This report provides a discussion of trends in minority student participation at colleges, statistical information on this topic, and a review of the trends and progress of initiatives at New Jersey's nine state colleges. Recommendations are provided for programs and approaches that will increase the likelihood that minorities will enter college and remain in college until graduation, as well as develop aspirations beyond the baccalaureate level to the masters and doctoral levels. The report confirms key obstacles to college enrollment for many minority students (especially Blacks and Hispanics), including lack of access to high quality academic preparation and the which are collected in a section at the end. An index is included. (JB)

ED 338 182 HE 025 024

Dahllof, Urban; And Others
Dimensions of Evaluation. Report of the IMHE Study Group on Evaluation in Higher Education. Higher Education Policy Series 13.
PUB DATE- 91
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Comparative Analysis; *Evaluation; *Evaluation Methods; Evaluation Needs; Futures (of Society); *Higher Education; Institutional Evaluation; Peer Evaluation; Research; Teacher Evaluation

This book presents seven essays on evaluation in higher education. In "Threats and Opportunities of Evaluation in Higher Education" Roeland in't Veld sets the policy frameworks for increased emphasis on evaluation. In "Institutional Evaluation: The Role of the Main Actors in Higher Education" Andre Staropoli describes the roles of the forces which drive higher education and provides a matrix for evaluation and the objectives and characteristics of the system. In "The Evaluation of Universities' Contribution to Society" Michael Shattock looks at the need to reflect on the longer term impact of universities on society. In "The Evaluation of Research" Andre Staropoli examines the uncertainties of the quantitative approach and the importance of qualitative approaches based on peer evaluation. In "Practice and Evidence in the Evaluation of Teaching" Urban Dahllof reflects on the low priority given to the evaluation of teaching. Dahllof discusses proposed alternative evaluation approaches in essay 6, "Towardxs a New Model for the Evaluation of Teaching: An Interactive Process-Centered Approach". Finally, John Harris reports a study of ways of comparing higher education in the United States with that of competitor nations in the final essay. "Cross-National Comparison and Exchange: Higher Education." All the chapters include references and the book has an index. (JB)

ED 338 183 HE 025 025

Working Together: A Community and Academic Partnership for Greater Portland.
PUB DATE- 15 Nov 90
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Coordination; Community Development; *Educational Development; Higher Education; *Long Range Planning; Policy Formation; *Postsecondary Education; *School Community Relationship
IDENTIFIERS- *Oregon (Portland)

This report presents the findings and recommendations of the Governor's Commission on Higher Education for the Portland Metropolitan area. The Commission found that Portland needs educated citizens, that Portland's postsecondary education facilities are deficient particularly in systematic coordination, and that area strengths provide an opportunity to develop a community and academic partnership. The Commission

DESCRIPTORS- *Communications Satellites; Delivery Systems; *Distance Education; Educational Media; Educational Television; *Engineering Education; *Graduate Study; Higher Education; International Cooperation; Professional Continuing Education; *Professional Development; School Business Relationship; Teleconferencing
IDENTIFIERS- Association for Media Based Cont Ed for Engineers

A cooperative effort of 29 engineering colleges, Colorado's National Technological University (NTU) is designed to provide career-long engineering education through the use of educational television and teleconferencing. NTU delivers both graduate courses leading to Master of Science degrees and continuing education instruction via communications satellite to more than 242 sites nationwide, including corporations, government agencies, and colleges. Each NTU site is operated by a sponsoring organization, thus emphasizing the relationship between schools and business. The use of educational media in higher education and professional development has resulted in making a wide array of engineering educational services available to practicing engineers as well as engineering students and faculty. Moreover, the satellite delivery system has proved to be exciting and effective. NTU's domestic success has attracted worldwide attention, and international cooperation is being sought for the exchange of information and technical education. (5 references) (DB)

ED 338 203 IR 015 223

Preparation of Literacy Materials for Women in Rural Areas: Final Report of a Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific (7th, Kathmandu, Nepal, October 17-26, 1989).
PUB DATE- Jul 90
NOTE- 137p.; For the final report of the sixth workshop, see ED 320 456. For related documents, see IR 015 225-226.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Literacy; Cultural Influences; *Developing Nations; Family Life; Foreign Countries; Illiteracy; Instructional Development; *Literacy Education; *Material Development; Program Descriptions; *Reading Materials; *Rural Areas; *Womens Education; Workshops
IDENTIFIERS- *Asia Pacific Region

The main objective of the seventh regional workshop was to provide training experience to participants from Unesco member states in the development of instructional neo-literate materials and the expansion of participation in literacy activities to the needs of the rural people, particularly women. The final report begins with an account of the proceedings of the workshop, which was attended by 23 participants and observers representing 12 countries. Introductory materials include the proceedings, which present the objectives of the workshop together with its officers and orientation, outline the activities of the participants, and list the recommendations made by the participants for the Asian Cultural Center for Unesco (ACCU), member states, and Unesco. The first of four major sections contains group reports on a field survey which was conducted by the participants to determine the needs of women and girls in three villages, and reports on the preparation and field-testing of materials prepared by the three groups. Interview questions and the instructional materials developed by the groups--two booklets and a poster, two posters and a game, and flip charts, a slide

(055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Computer Literacy; Computer Science Education; Demonstration Programs; Educational Resources; Elementary Secondary Education; Inservice Teacher Education; *Interprofessional Relationship; Longitudinal Studies; Postsecondary Education; *Program Evaluation; Qualitative Research; *Resource Centers; School Districts; State Departments of Education; State Programs

The 1989-90 Teacher Research and Computer Training Center Statewide Evaluation focused on the specific impact of six exemplary teacher center projects on teachers, schools, and students; 10 theme areas were identified for research. Evaluations were based on longitudinal, qualitative case studies of exemplary programs that have positively affected teacher education, interprofessional relationships among teachers, and the development of educational resources. Results of the study indicate that teacher centers reflect supportive and complementary relationships between the centers and their participating school districts. It is further noted that the impact of teacher centers on teachers has been positive not only for the teachers themselves, but also for the school community and the students. Although the six centers are not named, detailed information on their organizational context and operations is provided, as well as several recommendations for continued excellence and future research. (DB)

ED 338 221 IR 015 248

Butzin, Sarah M.
Project CHILD (Computers Helping Instruction and Learning Development): Integrating Computers into the Elementary School. A Summative Evaluation.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Aug 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Curriculum Development; Educational Technology; Elementary Education; *Instructional Innovation; Language Arts; Mathematics Instruction; *Microcomputers; Reading Instruction; Research and Development; *School Business Relationship; School Districts; School Restructuring; State Departments of Education
IDENTIFIERS- *Computer Integrated Instruction

Project CHILD (Computers Helping Instruction and Learning Development) is a major research project designed to develop an innovative computer-integrated instructional program for the elementary school. It has been a four-year effort funded by grants totalling $1,055,000 from the Florida Department of Education with additional support from 7 Florida school districts and over 15 business partners. Project CHILD provides a unique synthesis of effective practices, curriculum realignment, and a new organizational structure for the elementary school. The program is designed for grades K-5 and covers the subject areas of reading, language arts, and mathematics. Project CHILD provides the model, supporting materials, and integrative applications of technology to enable today's elementary school teachers to take their first steps on the bridge to the future. This paper provides a description of the program and summary of the findings from the summative

NOTE- 236p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; *Childrens Literature; Fiction; Folk Culture; *Large Type Materials; Poetry; Reading Materials

This is a bibliography of materials available in large print format for children. Entries are arranged alphabetically by title. Information on each title includes the author, year of publication, age level, subject or subjects, and a brief annotation. All entries are classified as "easy fiction." In addition to general subjects, specialized subjects represented in this bibliography include counting, the alphabet, animal stories, folklore, stories in rhyme, stories without words, historical fiction, holidays, mystery, biography, and poetry. Author, title, and subject indexes are provided. (MAB)

ED 338 240 IR 053 728

Schwarzwalder, Robert; And Others
The University of Michigan Engineering Libraries' Training Manual. 1991 Revision.
PUB DATE- 25 Jul 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; *Engineering; Higher Education; Instructional Materials; *Job Training; Library Education; Library Services; Online Systems; *Reference Materials; *Reference Services; Staff Development; Training Methods
IDENTIFIERS- University of Michigan Ann Arbor

Developed in response to a trend toward using hourly students and library school graduate students at the reference desk, this training manual provides basic training for library staff involved in providing engineering reference services. It integrates traditional and electronic resources into a 10-unit, 6- to 8-week program of instruction. The 10 units provide an introduction to the following areas: an introductory tour of the library; basic reference sources; basic reference sources--indexes and abstracts; advanced reference sources; advanced reference sources--company information; advanced reference resources--handbooks; advanced reference sources--standards; and online database searching. A Research Libraries Information Network (RLIN) exercise is included. Each unit provides a list of either basic or advanced reference sources, and a set of questions that require the use of these sources. It is noted that question sets typically take 2 hours to complete. While most questions are straightforward, a number of "trick" items are included to reflect common mistakes clients often make when seeking information. Answer keys are provided at the end of the manual to assist trainers. (MAB)

ED 338 241 IR 053 730

Mongeau, Deborah; Stringer-Hye, Richard
Planning a New Map Room for the University of Rhode Island Library.
PUB DATE- 91
NOTE- 37p.

Evans, John E.; Denton, Ann
Staff Development and In-Service Training in Academic Libraries: Planning, Implementation, and Evaluation for the MSU Libraries. Final Report.
PUB DATE- 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Attitude Change; College Libraries; Communication Skills; Employee Attitudes; Higher Education; *Inservice Education; Interviews; *Librarian Attitudes; *Library Personnel; *Library Services; Needs Assessment; Objectives; *Organizational Communication; Postsecondary Education; Program Evaluation; Questionnaires
IDENTIFIERS- *Memphis State University TN

This document constitutes the report of the activities of Memphis State University (MSU) Libraries Ad Hoc In-Service Training Committee, which was established in May 1991 to plan an entire day of training sessions for all staff in an effort to improve the quality of service given to the users of the library system. The report begins with a brief history of the library and discussions of ways to accomplish two inservice goals: improving in-library communication and staff telephone skills, and improving work place attitudes through improvement of staff relations with library users, other staff members, and departments, and the establishment of public service goals. Planning the program for a Staff Day to be held in August is then described, including the use of group interviews to assess staff training needs. The three most serious training needs identified by this assessment are noted, and the results of the evaluation of the Staff Day are briefly reported. Outcomes of the study are also described, and the brief narrative report concludes with recommendations, plans, and suggestions for future activities. The eight appendices, which constitute the major Part of the report, contains: (1) Memphis State University Libraries' Public Service Goals; (2) staff day planning documents; (3) the Staff Day program agenda; (4) needs assessment group documents; (5) the evaluation form, tabular data, and participants' comments; (6) the planning calendar; (7) staff day follow-up documents; and (8) the recommendations of the Ad Hoc In-Service Training Committee. (MAB)

ED 338 261 IR 053 810

Paskoff, Beth; Perrault, Anna
Comparison of Advanced Retrieval Approaches for Online Catalog Access: Final Report. Collection Analysis for Cooperation.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 90
NOTE- 305p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Libraries; *Comparative Analysis; Data Analysis; Data Collection; Higher Education; Library Collection Development; *Library Collections; *Library Cooperation; Library Research; Needs Assessment; Shared Library Resources
IDENTIFIERS- *Shelflist Sample

A shelflist sampling project was conducted at six academic libraries in Louisiana--Loyola University, Louisiana State University, Nicholls State University, Southeastern Louisiana class level, race, and educational objective; and enrollment by full-time/part-time status. Among the data presented are the following: (1) minorities comprised 6.4% of the 1990 student body; (2) headcount enrollment has increased by 488.6% since 1970, with total fall 1990 enrollment at 13,744; (3) since 1976, female students have outnumbered male students; (4) in-state tuition has increased from $10 per credit in 1970 to $22 in 1990; and (5) the percentage of full-time female instructors has increased from 35.3% in 1970 to 42.2% in 1990. (PAA)

ED 338 279   JC 910 493

Rotman, Jack W.
Arithmetic: Prerequisite to Algebra?
PUB DATE- 9 Nov 91
NOTE- 14p.; Paper presented at the Annual Convention of the American Mathematical Association of Two-Year Colleges (Seattle, WA, November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Algebra; *Arithmetic; Community Colleges; Literature Reviews; *Mathematical Concepts; *Mathematics Instruction; *Predictor Variables; Prerequisites; Statistical Analysis; Two Year Colleges

Drawing from research and observations at Lansing Community College (Michigan) (LCC), this paper argues that typical arithmetic courses do little to prepare students to master algebra, and proposes an alternative set of arithmetic skills as actual prerequisites to algebra. The first section offers a description of the algebra sequence at LCC, which consists of Pre-Algebra (MTH 009), Beginning Algebra (MTH 012), and Intermediate Algebra. Next, data on LCC students' arithmetic test scores and MTH 012 success rates are examined, considering the relationships among test scores, success rates, previous high school algebra, and knowledge of specific items on the arithmetic placement test and MTH 012 success. The next section summarizes a number of other research studies that examined predictor variables for and influences on success in algebra. Next, a rationale is presented for awarding algebra prerequisite status to four arithmetic skills: understanding the meaning of symbols used in arithmetic; understanding basic properties of numbers, especially fractions; using the order of operations agreement; and understanding some of the structure behind solving applications. Concluding comments indicate that the best predictors of readiness for beginning algebra are having had prior algebra, grade received in last math class; and score on a test of arithmetic skills, while warning that completion of an arithmetic course appears to offer no advantage in the study of beginning algebra for a large body of students. (JMC)

ED 338 280   JC 910 494

Approval of Las Positas College in Livermore: A Report to the Governor and Legislature on the Development of Las Positas College (Formerly the Livermore Education Center of Chabot College).
PUB DATE- Sep 91
NOTE- 122p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

non-print media to bolster learning. Discipline-based support centers, while found more often at senior institutions, also exist at some two-year colleges. Examples include the algebra and calculus microcomputer laboratory at De Anza College and the Life Science Learning Center at Los Angeles Valley College. Stand-alone centers are independent or quasi-independent units, which are not extensions of other institutional functions, such as libraries or student services programs. At two-year colleges, stand-alone centers tend to focus primarily upon the remedial and developmental needs of students most deficient in basic and study skills. Efforts to establish a new learning center or to expand and consolidate the range of services currently provided should have a solid theoretical foundation. An example of a clearly defined conceptual basis is the "Tenore Plan" employed at Bunker Hill Community College (Massachusetts) in the 1980s. The Tenore plan offered a learning center-based approach to individualized remedial and college-level instruction based on learning style assessment. As all sectors of higher education respond to the growing demand for outcomes assessment, learning centers will be challenged to extend learning assistance beyond the remedial and developmental. (JMC)

ED 338 296   JC 910 515

Tokuyama, M. Yukie, Ed.; Walden, Shauna, Ed.
International Update; November 1990-October 1991.
PUB DATE- 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Programs; *Community Colleges; Educational Legislation; Federal Legislation; *Financial Support; *Foreign Students; *International Studies; *Study Abroad; Two Year Colleges

"International Update" is a newsletter providing information on two-year college international education activities and on funding opportunities and governmental/legislative trends that will affect community and junior colleges' ability to expand their efforts in such areas as services for foreign students, bilingual education, and study abroad and international exchange programs. The 11 annual issues of "International Update" published between November 1990 and October 1991 contain information on the availability of funding for international activities from the Fund for the Improvement of Postsecondary Education, the Department of Education, State Legalization Impact Assistance Grants, United States Information Agency, the Fulbright Program, and other programs and agencies. In addition to information on the activities, conferences, and programs of the American Council on International Intercultural Education, the newsletters include brief descriptions of a wide range of college-based programs and tips on international activities that can be undertaken, including: (1) Los Angeles Mission College's program for California's newly legalized immigrant population; (2) a new intercultural anthology for remedial reading/writing students; (3) the visit to St. Petersburg Junior College of two Soviet dignitaries; (4) the opportunities afforded by sister cities' connections; (5) services offered by the Mexican Embassy; (6) security for students traveling abroad; (7) Nassau Community College's experiential learning program in London; and (8) the effects of J-Visa regulations on vocational programs. (AYC)

ED 338 297   JC 910 516

CIO) and Peralta Community College District, July 1, 1988-June 30, 1991.
PUB DATE- 88
NOTE- 132p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Teacher Dismissal; Teacher Promotion; Teacher Retirement; *Teacher Salaries; Two Year Colleges; Two Year College Students; Unions
IDENTIFIERS- *AFT Contracts; American Federation of Teachers; California Federation of Teachers; Peralta Community College District CA

The collective bargaining agreement between the Peralta Community College District and the Peralta Community College Federation of Teachers (PCCFT) is presented. This contract, which applies to College of Alameda, and Feather River, Laney, Merritt, and Vista Colleges, covers the period from July 1, 1988 through June 30, 1991. Contract provisions deal with the following topics: bargaining agent recognition; support and effect of the agreement; academic freedom; non-discrimination; PCCFT and management rights; no strike clause; separability and savings clause; intra-district transfer/reassignment; resignations; faculty evaluations; health, safety, and sanitation guidelines; personnel files; release time for department chairs and program developers; working conditions; mileage; academic calendar; hours, workload, and class size; grievance procedures; disciplinary action; salary; health and welfare benefits; voluntary fringe benefits for temporary (part-time) employees; seniority list; competency for vocational courses; leaves, including leaves of absence, sick leave, bereavement leave, personal emergency leave, jury duty, exchange leave, professional development leave, and retraining leave; reduction to part-time employment; student accountability model; retirement; accelerated instructional program; part-time hourly instructors; summer session agreement; and term of agreement. Grievance forms, retirement medical options benefits option form, academic calendar, faculty evaluation forms, salary schedule information, and salary schedules are appended. (PAA)

ED 338 316 JC 910 539

Agreement between Board of Trustees, West Kern Community College District and Taft College Faculty Association, 1989-1990.
PUB DATE- 89
NOTE- 50p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employer Employee Relationship; Employment Practices; Faculty Workload; Fringe Benefits; Leaves of Absence; Negotiation Agreements; *Personnel Policy; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- California Teachers Association; National Education Association; *NEA Contracts; Taft College CA; West Kern Community College District CA

PUB DATE- 7 Apr 91
NOTE- 66p.; A symposium presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Early Experience; Educational Environment; Educational Theories; Family Environment; Functional Literacy; High Risk Students; Language Skills; *Literacy; Longitudinal Studies; Low Income Groups; *Parent Child Relationship; Preschool Education; Reading Skills; School Effectiveness; Social Influences; *Teacher Student Relationship; *Verbal Communication; Writing Skills
IDENTIFIERS- Home School Study of Language and Literacy Dev MA; Massachusetts (Boston)

This document is a report of a symposium whose participants are involved with the Home-School Study of Language and Literacy Development, a project engaged in a longitudinal study of 80 low-income families with preschool-aged children in Boston (Massachusetts). The project was designed to identify possible success factors for children from low-income families who develop appropriate literacy skills by the third or fourth grade. The first paper, by Catherine E. Snow, discusses current research on reading development; differences between the project's work and previous research on the determinants of literacy development; the theoretical basis for the larger research plan; information about the families and children in the sample; and an overview of data collection and analysis procedures. The second paper, by Jeanne M. De Temple and Diane E. Beals, focuses on social supports for literacy development in the home and examines data drawn from talk that occurred during four activities involving children and their mothers. The third paper, by David K. Dickinson and Miriam W. Smith, concerns typical language and literacy experiences of children in preschool classrooms at the ages of 3 and 4 years. The fourth paper, by David K. Dickinson and Patton O. Tabors, analyzes a series of tests that were developed for the project and administered to children to assess aspects of their language and literacy development. A reference list cites about 50 items. The protocol for the School-Home Early Language and Literacy Battery--Kindergarten (SHELL-K) is appended. (SH)

ED 338 336   PS 019 802

Linder Ronald
The Exploratorium (An Everchanging Environment Bursting with Invitation for Children, Ages 3-5).
PUB DATE- 4 Jun 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architectural Character; Art Activities; *Child Development Centers; *Classroom Environment; Class Size; *Discovery Learning; *Educational Facilities Design; *Educational Innovation; Learning Activities; Learning Centers (Classroom); Piagetian Theory; Preschool Children; Preschool Education; Preschool Teachers
IDENTIFIERS- Learning Environments; *University of South Florida

The Center for Child Development facility on the University of South Florida campus in Tampa was opened in 1990. The facility research design which integrated quantitative and qualitative methodologies. The sample was made up of 25 matched pairs of preschool classes. Children in the Agam Program were better able to identify and apply visual concepts than other preschool children. Effects of the program generalized beyond the program's specific tasks. Children in the program scored higher in fine motor tasks and mathematics readiness. Naturalistic observations provided evidence that children received the Agam Program with enthusiasm. Non-social and non-verbal children were dramatically helped by the program. Recommendations for wider implementation and continued development of the program are offered. An extensive reference list is provided. Appendixes include a description of theories of visual congnition and a collection of program materials. (BC)

ED 338 356   PS 019 896

Heroman, Deborah S.
Student Perceptions of the Learning Environment; Assessments of Teacher Performance and Student Learning.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Observation Techniques; Competition; Elementary Education; Elementary School Students; *Elementary School Teachers; Enrichment; Feedback; Instructional Materials; *Student Attitudes; Student Participation; *Teacher Evaluation; *Teacher Student Relationship
IDENTIFIERS- Behavior Management; Louisiana; *My Class Inventory (Fisher and Fraser); Student Judgments; *System for Teaching Learning Assessment Review

The requirement of the state of Louisiana that teaching certificates be renewed for all state teachers led to the development of the System for Teaching and Learning Assessment and Review (STAR), an on-the-job teacher evaluation process. This study examines the relationship between student perceptions of their classroom environment and teacher performance as assessed by the STAR. A principal, master teacher, and outside observer used the STAR to assess 24 elementary school teachers who were teaching kindergarten through 5th grade classes. The STAR measures 23 teaching and learning components in 4 performance dimensions. Students' perceptions of their classroom were measured by means of the My Classroom Inventory (MCI). This instrument measures dimensions of cohesiveness, friction, satisfaction, difficulty, and competitiveness. Results indicated the highest correlations between: (1) satisfaction on MCI and the Classroom Routines and Feedback components of the STAR; (2) competitiveness on MCI and the Aids and Materials, Teaching Methods, Content Accuracy, and Monitoring Learning Tasks components of the STAR; (3) satisfaction on MCI and the Student Engagement component of the STAR; and (4) difficulty on MCI and the Student Engagement component of the STAR. A reference list of 18 items is included. (BC)

ED 338 357   PS 019 899

Muller, Chandra; And Others

internal control are considered. The goal of parenting is to promote internal motivation in the child, and parenting skills involve power assertion to a minimal degree. Critics suggest that this model underestimates the importance of external control and parental power assertion. The developmental model suggests three categories of compliance: external, internal, and receptive. Parenting skill involves the use of different strategies at different times, depending on the type of compliance desired. Noncompliance is treated not as a coercive behavior due to faulty parenting, but as an expression of autonomy on the part of the child. A list of 21 references is included. (BC)

ED 338 375 PS 019 944

Vallarta, Carolyn R.
Increasing the Amount of Time on Task for Kindergarten Students through the Use of Learning Styles.
PUB DATE- Jun 91
NOTE- 53p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; *Attention Span; *Cognitive Style; Critical Thinking; Developmental Stages; Individual Differences; Intervention; *Kindergarten Children; *Learning Activities; *Learning Modalities; Primary Education; Thinking Skills; *Time on Task
IDENTIFIERS- Out Of Seat Behavior; Swassing Barbe Modality Index

This report describes a 12-week program designed to increase time on task for kindergarten students. Members of a targeted group of kindergarten students were identified as being off task an average of 1.9 times more than the rest of the class. A program that incorporated the dominant learning styles of students in the target group with kindergarten activities was created. The objectives of the study were that at the end of 12 weeks, the target group would: (1) remain on task at least 20 percent of the time; (2) show 20 percent improvement in performance in kindergarten activities; (3) increase by two or more the number of satisfactory ratings on the work habits section of the Kindergarten Student Progress Report; and (4) participate in activities to increase critical thinking skills. The results revealed a 20 percent increase for time on task for the target group and a noticeable improvement in performance in kindergarten activities. The third objective was met by all of the target group members except for one, and the criteria for the fourth objective was met by all. It was concluded that the use of students' dominant learning styles in the planning and carrying out of activities can bring about an increase in time on task. Appended are related materials and a list of 16 references. (GLR)

ED 338 376 PS 019 945

Wynn, Ruth L.; And Others
Facilitating Toddler Interaction through Interior Environmental Design in a Child Care Setting.
PUB DATE- Apr 91
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

This study explored the impact of preschools with a language and literacy focus on the development of early literacy. The aims of the study were to: (1) compare the emergent literacy development of children who attended a preschool with a language and literacy focus with that of a comparable group of children who did not attend such a preschool; (2) examine changes in preschoolers' conceptual understanding of print; and (3) examine changes in preschoolers' prereading skills. Subjects were 32 low-income Hawaiian children attending two preschools with a language and literacy focus and 16 children from a different preschool. A set of early literacy tasks, including tasks reflecting concepts about print and tasks measuring prereading skills, were administered. Results showed that participants performed significantly better on all tasks involving traditional prereading skills than did children from the preschool that was not oriented towards literacy. Findings on the development of concepts about print, however, showed that the preschool experience had a measurable effect only on the task gauging children's understanding of the functions of print. The data suggest that exposure to preschool accelerates the development of prereading skills and sophisticated aspects of emergent literacy. However, beginning print awareness derives from ordinary daily experiences. (SH)

ED 338 396 PS 019 983

McIldoon, Nicola
More Than Just "A Bit of Peace and Quiet": A Case Study of a Mother and Toddler Group in Belfast.
PUB DATE- Mar 91
NOTE- 28p.; The original research on which this paper is based was sponsored by the Bernard Van Leer Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Community Centers; *Community Programs; *Day Care; Foreign Countries; Interpersonal Relationship; *Mothers; Play; Preschool Education; Program Descriptions; *Social Support Groups; *Toddlers; Womens Education
IDENTIFIERS- *Northern Ireland (Belfast); *Parent Child Centers

This report describes the operation of a mother and toddler group, one of several activities of 123 House, a community-based project in Belfast, Northern Ireland. The basic aim of the mother and toddler group, which operates 5 mornings a week, is to give mothers a chance to socialize. On 2 mornings, various courses are offered. Throughout the 4 years of its operation, the group has attracted 140 women. To evaluate the project, a large scale research program was conducted (from which this report is drawn). Methods included interviews with 25 of the women who attended the group as well as discussion with project staff and observation of participating children. The women indicated that they initially used the group to find companionship and get a break from their children, but the interviews also revealed that they had benefitted from the project in many different respects, social, educational, and personal. A sense of informality and mutual support contributed to the success of the group. A creche is operated as part of the mother and toddler group. Mothers believe the creche is valuable in providing company for their toddlers, and results in various benefits to their children's development. In the creche, children engage in informal games, art activities, and pretend play. Recommendations for operating a mother and toddler group are offered. A brief bibliography is included,

Schools; Questionnaires; *Student Characteristics; Tables (Data); *Teacher Characteristics
IDENTIFIERS- *Houston Independent School District TX

Characteristics of the Houston, Texas, Independent School District (HISD) prekindergarten program are reported. Implemented in 1985, and largely funded by the state, the program is offered to 4-year-old students who are classified as limited English proficient (LEP) or are from families with an income at or below the subsistence level. Prekindergarten classes serving nearly 8,000 educationally disadvantaged students are offered at 150 of the 168 HISD elementary schools. The ethnicity of the students is 57% Hispanic, 37% Black, 4% White, and 2% Asian; 30% are LEP. Nearly half of their teachers have 2-5 years' experience teaching prekindergarten, and 34% have more than 10 years' total teaching experience. The teachers' ethnicity is 37% White, 33% Black, 27% Hispanic, and 3% Asian. The most frequently held Texas teaching certification is an elementary certification. Optional in-service training is offered, with most commonly attended sessions pertaining to developmentally appropriate practices. Prekindergarten teachers, on average, attended 18.1 hours of in-service training during the 1989-90 school year. The Prekindergarten Teacher Survey is appended. (LB)

ED 338 417 PS 020 015

Fenzel, L. Mickey
A Prospective Study of the Relationships among Role Strain, Self-Esteem, Competence, and Social Support in Early Adolescence.
PUB DATE- 18 Apr 91
NOTE- 38p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Daily Living Skills; *Elementary School Students; Grade 5; Intermediate Grades; *Interpersonal Competence; Locus of Control; Middle Schools; *Self Esteem; *Social Support Groups; *Stress Variables; Student Role
IDENTIFIERS- *Early Adolescents; Moderator Variables

This study examined two models of stress in early adolescence during the transition from elementary to middle school. One model suggested that role strain would predict self-esteem, with perceived competence and social support serving as moderators of strain. The second model predicted that self-esteem, perceived competence, and social support would predict school-related strain. The Middle School Transition Study Questionnaire (MSTSQ) was administered to 116 students at three points in time: the spring term of fifth grade, 3 weeks before the end of the school year; and 3 weeks after the beginning of middle school; and again 5 months later. The MSTSQ is composed of instruments that measure students' perceptions of school-related strains, competence, social support, and self-esteem. Results provided support for both models, suggesting a reciprocal process of influence. Social competence played a moderating role in both models. This result suggests that personal coping resources affect adolescent well-being more than social support does. No gender differences were found. A 56-item reference list is included. (BC)

ED 338 418 PS 020 016

IDENTIFIERS- Montessori Preschools

This report discusses the implementation of a unit-based instructional method at three child care centers. Two of the centers were Montessori schools and one was a traditional school. The centers were operated by a single corporate owner. A questionnaire completed by the 14 staff members of the 3 centers indicated that there was little year-long planning, scheduling, or use of learning units in the centers. A series of workshops held for staff addressed the issues of the creation of a year-long lesson plan, the use of goals and concepts in teaching, and teacher training. Objectives accomplished by these workshops included: (1) monthly unit studies were created to cover a school year; (2) a list of concepts to be taught each week was created; (3) daily lesson plans were developed; and (4) teachers were trained to use the lesson plans to become more goal oriented in their daily routines. An extensive discussion of existing early childhood education programs and models is presented. A reference list of 21 items is provided. Appendixes include copies of staff questionnaires; lists of unit themes and concepts; forms for recording student progress; and forms for recording weekly and monthly lesson plans. (BC)

ED 338 439 PS 020 057

Cohen, Janice S.; Woody, Erik Z.
Maternal Involvement in Children's Peer Relationships: The Contribution of Mothers' Experiences, Values and Beliefs.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; Foreign Countries; Interpersonal Competence; *Mother Attitudes; *Mothers; Parent Child Relationship; *Parent Participation; *Peer Relationship; *Social Behavior; Withdrawal (Psychology)
IDENTIFIERS- *Child Behavior

This study examined the influences of mothers' involvement in their children's social lives. Subjects were 143 children in grades 3 through 6 in two schools in the Kitchener-Waterloo region of Ontario and their mothers. Information on children's social behavior was obtained from peer ratings on the Revised Class Play test. Mothers completed questionnaires assessing their own peer group experiences in childhood and currently; their affective reactions to peer experiences; the value they placed on sociability and obedience; and their beliefs about their children's social behavior. Mothers also completed a checklist assessing their involvement in their children's lives. Four principal types of activities characterized mothers' involvement. These were Monitoring, Orchestration, Advice and Support, and High-Concern activities. Mothers tended to perceive their children as having the same level of sociability as they viewed themselves as having. Mothers who valued sociability tended to perceive their children's social behavior similarly to the way peers did. Results of the maternal involvement assessment included: (1) mothers who were socially withdrawn in childhood or sociable as adults had higher orchestration scores; (2) maternal involvement was greater when mothers perceived their children to be withdrawn; and (3) the more concerned mothers were, the greater were their

ED 338 458 RC 018 368

Newcomb, Thomas L.
The Amish Child and Teaching Composition.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Amish; Bilingual Education; Elementary Education; Elementary School Students; *English (Second Language); High Risk Students; Public Schools; Rural Education; *Rural Schools; *Test Bias; Testing Problems; *Writing Instruction

Amish children are at a disadvantage in the rural public school because of their unique traditional upbringing and multilingual society. One of the greatest areas of risk is language arts. This document provides resources and instructional tips for teachers teaching writing to Amish children in rural elementary schools. The Amish are a linguistic, cultural, and religious minority all at the same time. Little research and information are available to public schools to help them meet the special needs of these children. These three types of minority status coupled with rural culture factors may produce invalid results on standardized tests. Eight steps are listed by which the teacher can reduce bias against Amish children, including development of cultural awareness, evaluation of the validity of standardized tests, and use of more appropriate student evaluation methods. English-as-a-Second-Language (ESL) students need not be proficient in speaking it in order to learn to write in it. Five tips are offered to help teachers encourage the development of writing skills in ESL students. (SV)

ED 338 459 RC 018 369

Nachtigal, Paul; Parker, Sylvia D.
Clustering: Working Together for Better Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Consortia; *Cooperative Planning; *Educational Cooperation; Elementary Secondary Education; Institutional Cooperation; Rural Education; *Rural Schools; *School Districts; *Shared Resources and Services
IDENTIFIERS- *Cluster Schools; Small School Districts

With declining enrollments and budget limitations, it becomes more and more difficult for small rural schools to offer state-approved programs (often based on the "bigger is better" model of education). For many already consolidated districts, further consolidation is not a viable solution to the problem. Cooperative arrangements are needed. The cluster strategy allows a group of neighboring schools to exchange ideas, share resources, and make more effective use of outside resources. The concept of "cluster" has grown to include a wide range of applications, with organizational patterns ranging from informal alliances to those embedded in public policy. Loose coalitions are formed between districts to share teachers or capital affects the well-being of the rural community and is affected by public policy on education finding. Outmigration from rural regions is more likely for individuals with the highest educational achievement. Therefore, remote school districts tend to underinvest in education. In the case that all taxable property and therefore the tax burden is concentrated in the hands of a relatively few of the households, the actual level of investment in human capital would depend upon political institutions. Given the above factors, the only way out of chronic poverty for a remote rural district appears to be through intergovernmental transfers. There are three philosophical bases for programs of intergovernmental transfers to support public education: (1) minimum provision; (2) equal access; or (3) equal total provision. Examination of South Carolina's "minimum foundation" education shows that urban and rural differences in educational resources are narrowed, but differences in per-pupil expenditures on a district by district basis remain wide. Use of human capital formation as a strategy for rural development is feasible if: (1) there is an effective program for transferring resources for education from the affluent to the poor parts of the state; and (2) there is local leadership that is informed regarding the benefits of investments in education. This document contains a table comparing per pupil expenditures by urban and rural districts in South Carolina. (KS)

ED 338 477   RC 018 400

Castle, Emery, Ed.; Baldwin, Barbara, Ed.
National Rural Studies Committee. A Proceedings (4th, Reading, Pennsylvania, May 16-17, 1991).
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- May 91
NOTE- 94p.; For the 1990 proceedings see ED 329 396.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agriculture; Educational Change; Extension Education; Geography; Higher Education; *Land Grant Universities; *Land Use; Municipalities; *Population Trends; Poverty; Public Policy; Recreation; *Rural Areas; Rural Development; Rural Population; *Urbanization
IDENTIFIERS- Delaware; National Rural Studies Committee; New York (Upstate); Thoreau (Henry David); *United States (Northeast)

The theme of this conference proceedings of the National Rural Studies Committee is "rural areas in an urbanized region." The presentations cover such issues as urbanization, rural land use, public policies, farmland preservation, environmental policy, natural resources, land management, land-grant university reform, cooperative extension, poverty, and rural living. The following titles and presenters are included in the proceedings: "The Urban Invasion of the Rural Northeast (Peirce Lewis); "Rural Land Use Planning in the Northeast: Diversity Amid Ambiguity" (Mark B. Lapping); "The Rural Fringe in the New Metropolis" (Julian Wolpert and Michael N. Danielson); "Farm, Woods, and Town: The Environs of 'Walden'" (William Howarth); "Land Use Conflicts at the Rural-Urban Border: The Agglomeration Argument" (William A. Fischel); "Rural Land Management and the Welfare of Rural People" (Pierre R. Crosson); "Modernizing the Land-Grant University" (Lamartine F. Hood); "Challenges to Cooperative Extension in Urbanized Settings" (Richard E. Fowler); "Rural Areas, Urbanized Regions and the Great Challenges to Land Grant Universities" (Joseph E. Kunsman); and "Rural Poverty in the Northeast Region:

with evaluating the effectiveness of a program intervention in remote Aboriginal schools, based on the results of pre- and post-interviews given to children at eight different schools in Western Australia at the beginning and end of 1989 and 1990. Comparisons were made with data for children at other schools. The data were derived from interviews with young children and provided evidence of their performance in several key areas of early mathematics. Based on the initial results, the schools were categorized into three types ranked in descending order of achievement level: the White middle-class schools, the town Aboriginal and White working class schools, and the remote Aboriginal schools. There was a rather consistent gain in mean achievement scores for the majority of all schools over the course of the first year; hence, existing differences between school types at the beginning of the year were still evident at the end of that year. At this stage, it is difficult to conclude whether the intervention program has improved mathematics achievement for the remote Aboriginal children; yet, at minimum, there is also no evidence of the progressive retardation that describes the prevailing situation where Aboriginal children drop farther behind as they advance through school. (30 references) (Author/JJK)

ED 338 496   SE 052 348

Thompson, Denisse R.
Reasoning and Proof in Precalculus and Discrete Mathematics.
SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.
PUB DATE- Apr 91
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; Mathematical Concepts; *Mathematical Logic; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Tests; *Proof (Mathematics); *Secondary School Mathematics; Trigonometry
IDENTIFIERS- Discrete Mathematics; Number Theory; *School Mathematics Project

Precalculus and Discrete Mathematics (PDM) is the sixth and final course in the secondary mathematics curriculum developed by the University of Chicago (Illinois) School Mathematics Project. During the 1989-90 academic year, a formative evaluation of the third field-trial edition of PDM was conducted among a volunteer sample of 9 high schools with widely varying demographics across 8 states comprising a total of 180 students. Part of the evaluation focused on that portion of student achievement associated with mathematical proof in a nongeometric context, specifically content and/or process properties of the following: even and odd integers and divisibility, proof by contradiction, trigonometric identities, and proof using the principle of mathematical induction. Results of student success on these nongeometric proofs generally settled into three nonoverlapping categories: (1) success with proofs involving trigonometric identities extended to an 80% level, a result most likely due to the fact that trigonometry had been studied immediately prior to the evaluation; (2) roughly one-third of the students were able to find a counter-example to disprove a number theory statement--this is in line with the findings from the 1989 National Assessment of Educational Progress; and (3) students showed an enormous difficulty with indirect proofs, that is, proof by offered as a counterpoint to the impression many textbooks leave of Indian villages as places in which persons unbendingly follow tradition and are not open to change. The commentary for a slide presentation, a bibliography, a list of activities, and report topics are also included. (DB)

ED 338 516 SO 021 464

Oregon Law-Related Education Program: Bibliography.
PUB DATE- Aug 90
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Citizenship Education; *Educational Resources; Elementary Secondary Education; *Law Related Education; Social Studies
IDENTIFIERS- *Oregon

This annotated bibliography of law-related education materials is organized into sections for Oregon elementary school, middle school, and high school students. The materials surveyed include books, teaching units, curricula, and multimedia kits. A list of publishers' addresses is provided and a title index is included. (DB)

ED 338 517 SO 021 471

Philips, David, Ed.; And Others
The Impact of American Ideas on New Zealand's Educational Policy, Practice, and Thinking. Proceedings of a Fulbright Education Seminar (Wellington, New Zealand, September 12-13, 1989).
PUB DATE- 89
NOTE- 347p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Comparative Education; Elementary Secondary Education; Exchange Programs; Foreign Countries; Foreign Culture; Higher Education; *International Education; International Educational Exchange; Study Abroad
IDENTIFIERS- DACUM Process; *Fulbright Exchange Program; *New Zealand

This collection of papers on the impact of U.S. ideas on New Zealand education range from the personal recollections of New Zealand Fulbright scholars recounting their experiences in the United States to academic papers that explore how innovative approaches towards educational issues in the United States have had an impact on the New Zealand education system. The 28 papers are: (1) "The Further Off from England..." (W. L. Renwick); (2) "American Influences on New Zealand Education, 1840-1945" (Logan Moss); (3) "American Influences on New Zealand Sociology of Education, 1950-1988" (Sue Middleton); (4) "Higher Education for Women: Choice or Chance?" (Ann Keppel); (5) "Margaret Mead: the New Zealand Connection" (Jane Ritchie); (6) "'How They Brought the Good News...': Report on the Survey of New Zealand and American Fulbright Awardees" (Geraldine McDonald); (7) "Bridges or Barriers?: The Role of Schools in Culturally Diverse Societies" (Lily Wong Fillmore); (8) "Compensatory Education, Head Start and Affirmative Action: Implications for Maori Education in New Zealand" (Katie Irwin); (9) "Applied Behavioral Research and the Learning of Literacy Skills" (Ted Glynn); (10) "New Strategies in Education: Teaching Writing" (Vince Catherwood); (11) "The National Writing Project in New Zealand" (Ruie Pritchard); (12) "Review immediately following. The lessons include constructing a classroom map, using directions to locate a specific place, using map symbols on a grid, and locating the 50 states. A posttest also is included. (DB)

ED 338 538   SO 021 672

McClain, Janet; And Others
Celebrating the Bill of Rights and Constitutional Amendments: An Instructional Unit for Elementary Grades.
PUB DATE- 91
NOTE- 52p.; For related materials, see ED 286 804 and SO 021 671.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Constitutional History; Constitutional Law; Elementary Education; *Elementary School Curriculum; *Instructional Materials; Learning Activities; Social Studies; Student Educational Objectives; *United States History; Units of Study
IDENTIFIERS- *Bill of Rights; *United States Constitution

Designed to provide elementary teachers with practical materials for the study of the Bill of Rights and other amendments to the U.S. Constitution, each of the 10 lessons provided in the unit includes objectives, materials, procedure, and answer keys where needed. The 10 lessons are: (1) The Bill of Rights; (2) Amending the Constitution; (3) Rights and responsibilities; (4) A classroom constitution and bill of rights; (5) Minorities and the Constitution; (6) Women and the Constitution; (7) Twenty-six and counting: The ERA Amendment; (8) Bill of Rights timeline; (9) Celebrate Bill of Rights Day; and (10) Review/test. A 15-item bibliography and transparency masters are included. (DB)

ED 338 539   SO 021 684

Vaughan, Susan K.
Minnesota Music Guide.
PUB DATE- 91
NOTE- 164p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Evaluation; Educational Assessment; *Educational Objectives; Educational Resources; Elementary Secondary Education; *Music Education; State Curriculum Guides; State Departments of Education; *State Programs; State Standards; State Surveys
IDENTIFIERS- *Minnesota

Divided into four sections, this guide has been compiled to answer the most frequently asked questions about music education in Minnesota and to provide a consistent, uniform base of information for all schools and districts. The first section, "Curriculum and Evaluation," describes resources available to educators and administrators concerning the state music education curriculum. A description of a statewide test itembank (available in CD ROM format) is included, as is a list of the music repertoire for the test itembank for the 1990-91 school year. The second section, "Status of Music Education in Minnesota," contains summary information from data based upon a

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *English (Second Language); Foreign Countries; Interference (Language); Learning Strategies; *Malayalam; *Second Language Learning; Structural Grammar; *Syntax; Tenses (Grammar); Uncommonly Taught Languages
IDENTIFIERS- *Interrogatives; Negative Stipulation

The process of acquisition of three syntactic structures in Engish (i.e., yes-no questions, wh-questions, and negation) was studied. The subjects were 30 school children whose native language as well as medium of instruction was Malayalam, one of the four dominant Dravidian languages. The children were in the second, fourth, and sixth year of their formal instruction in English. It is hypothesized that: (1) second language learning is a creative construction process like first-language acquisition, and that the two processes are identical; and (2) the developing transitional grammars of the learners gradually approximate the grammar of the target second language. The first hypothesis was validated, but the second was not. Among the findings are the following: (1) the chief learning strategies were simplification and over-generalization; (2) derivationally less complex structures are comparatively easier to acquire than more complex ones; (3) the English tense system seems to be a real hurdle for second language learners; and (4) the percentage of correct responses is consistently higher and that of unattempted items lower in the written tests than in the oral. Contains 14 references. (LB)

ED 338 081 FL 019 806

Khammash, Salma B.
Gender Differences in Aural Vocabulary of Elementary Schoolchildren in Jordan.
PUB DATE- Oct 88
NOTE- 18p.; Paper presented at the Annual Conference of Michigan Teachers of English to Speakers of Other Languages (Ann Arbor, MI, October 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Audiolingual Skills; *Aural Learning; Children; Comparative Analysis; Elementary Education; Females; Foreign Countries; Language Tests; *Listening Skills; Males; *Sex Differences; Verbal Tests; *Vocabulary
IDENTIFIERS- *Arabic Picture Vocabulary Test; *Jordan

A sample of 1,500 students in grades K-3 were selected from 80 Jordanian schools in a study of aural vocabulary scores. This study followed a pilot study in 1980 of an Arabic translation of the Peabody Picture Vocabulary Test with Arabic-speaking children with limited English proficiency in the Dearborn, Michigan, public schools. The 1982 standardization of the Arabic Picture Vocabulary Test (APVT) provided an unusual opportunity to compare the academic performance of males and females in Jordan, and the sample was designed to provide a broad socioeconomic representation of Jordan. Data indicated that of the nine comparisons performed, six showed males scoring higher, and three showed females scoring higher on the APVT. These findings are compared with other studies and other orally administered vocabulary tests. Contains 16 references. (LB) implementing, and evaluating school-based language programs for African American dialect speakers, and also to suggest guidelines for developing such programs. Because the issues reflect divergency and controversy, it is necessary to verify the match between philosophical underpinnings and program practices. The following guidelines are presented: (1) acknowledge and work with the varied interest groups (this involves mediation and coordination between groups, using school district resources, and ensuring that the evaluation plan meets information needs); (2) develop the philosophical bases of the program (e.g., advocate for the child); (3) identify and state program assumptions, values, and goals; (4) incorporate relevant research and theory (e.g., respect and use the richness of the cultural context, employ bridging strategies between dialects, use the child's existing language code-switching skills, identify and work out problems of mismatch in non-verbal communication); (5) assess existing program strengths, weaknesses, and problem areas (e.g., staff training, administrative/school support, relationship between the community and school, finances, facilities and materials, instruction, educational objectives and environment); and (6) develop evaluation plans as early as possible. Contains 40 references. (LB)

ED 338 103 FL 019 850

Gonzales, Josue M.
Towards Quality in Bilingual Education. Bilingual Education in the Integrated School.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- May 79
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; Comparative Analysis; Compliance (Legal); Desegregation Effects; *Educational Policy; Elementary Secondary Education; *Public Policy; *Racial Integration; *School Desegregation
IDENTIFIERS- Lau v Nichols

Two related papers are presented. "Towards Quality in Bilingual Education: Some Things We Must Do," addresses nine specific areas that have been the focus of recent discussion and suggests steps for action. Principles that are basic to establishing criteria for quality bilingual education are suggested. The nine areas are: education goals, public policy, corollary reforms, funding, staffing and governance, compliance with the rulings of the U.S. Supreme Court in the case of Lau v. Nichols, possible conflict with desegregation, and participation criteria. In "Bilingual Education in the Integrated School," the implications of bilingualism and desegregation for each other are addressed. An emerging confluence of the two has been brought about by legal and political developments, but its success will depend upon the degree to which their common pedagological and social foundations can be demonstrated. The goals of bilingual education are discussed and related to the issues of participation, grouping, and staffing. Contains 18 references. (LB)

ED 338 104 FL 019 851

ED 338 123 HE 024 936

Johnson, Glenn Ross; And Others
Teaching Tips for Users of the Motivated Strategies for Learning Questionnaire (MSLQ).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 49p.; From the National Center for Research to Improve Postsecondary Teaching and Learning Project on Instructional Processes and Educational Outcomes. For a related document, see HE 024 935.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Instruction; *College Students; Diagnostic Teaching; Higher Education; *Learning Motivation; *Learning Strategies; Student Motivation; Study Habits; *Teaching Methods
IDENTIFIERS- *Motivated Strategies for Learning Questionnaire

This document offers teaching tips to be used if, on administration of the Motivated Strategies for Learning Questionnaire (MSLQ), a class were to present a profile of scores that would suggest the need for help in one or more of the motivation or learning strategies areas assessed by the MSLQ. Some tips are supported by research; others are based on teacher experiences. The document format follows the format of the MSLQ, which contains 31 motivation items, 31 learning strategies items, and 19 resource management items. Thus Part A: Motivation Scales of the MSLQ covers intrinsic goal orientation, extrinsic goal orientation, task value, control beliefs, self-efficacy for learning and performance, and test anxiety. Part B: Cognitive Scales treats rehearsal strategies, elaboration strategies, organization strategies, critical thinking, metacognitive self-regulation, time and study management, effort management, peer learning, and help-seeking behavior. Each instance offers a brief description of the concept, three or four tips for addressing a problem with that concept, and explanation organized around "how" and "why." The tips total 89. Appended are 13 references. (JB)

ED 338 124 HE 024 937

Naveh-Benjamine, Moshe; Lin, Yi-Guang
Assessing Students' Organization of Concepts: A Manual for Measuring Course-Specific Knowledge Structures.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 35p.; From the National Center for Research to Improve Postsecondary Teaching and Learning Program on Instructional Processes and Educational Outcomes.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Measurement; *Cognitive Structures; College Instruction; *College Students; *Educational Assessment; Higher Education; *Learning Strategies; *Schemata (Cognition); Study Skills

Faculty

This paper discusses the legal precedents and implications for non-renewal of elementary, secondary, and university and college probationary faculty. Selected federal and state cases are reviewed to show the evolution of case law from the early 1950s to the present day. Analysis of the court cases reveals that for the last 40 years the courts have been generally reluctant to interfere in personnel practices regarding probationary faculty, despite an evolution of state laws and court decisions requiring some forms of due process. Also, the courts have allowed institutions broad discretion in the application of these guidelines and the standards and criteria related to the granting of tenure or to non-renewal. Faculty, however, continue to file legal action on non-renewal or dismissal issues. It is recommended that school officials familiarize themselves with the rules and regulations pertaining to faculty employment contracts, that the terms of these contracts be written (avoiding oral agreements altogether), and that they be clearly explained to the faculty member at the beginning of employment. The suggestion is made that carefully documenting personnel procedures and factors relating to a faculty member's employment status will help avoid costly court litigation. (GLR)

ED 338 144 HE 024 985

Christensen, C. Roland, Ed.; And Others
Education for Judgment: The Artistry of Discussion Leadership.
PUB DATE- Jun 91
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Classroom Observation Techniques; *Discussion (Teaching Technique); Discussion Groups; Higher Education; High Schools; Listening Skills; Participation; *Questioning Techniques; Teacher Student Relationship; *Teaching Methods

This book offers a collection of essays on teaching, written by teachers who, though they represent high school to professional school levels and diverse fields of interest, favor teaching by discussion. Part I introduces key principles in "Barriers and Gateways to Learning" (David A. Garvin) and "Premises and Practices of Discussion Teaching" (C. Ronald Christensen). Part II contains the following personal and autobiographical essays: "Tulips, Tinfoil, and Teaching: Journal of a Freshman Teacher" (Colleen Burke); "Great Beginnings" (Melissa Mead); "Changing Ground: A Medical School Lecturer Turns to Discussion Teaching" (Daniel A. Goodenough); and "Every Student Teaches and Every Teacher Learns: The Reciprocal Gift of Discussion Teaching" (C. Roland Christensen). The essays in part III examine the building blocks of the discussion approach from an applied perspective. Papers are: "Establishing a Teaching/Learning Contract" (Abby J. Hansen); "With Open Ears: Listening and the Art of Discussion Leading" (Herman B. Leonard); and "The Discussion Teacher in Action: Questioning, Listening, and Response" (C. Roland Christensen). Essays in part IV consider critical challenges of discussion teaching. Papers included are: "Patterns of Participation" (Julie H. Hertenstein); "Teaching Technical Material" (Bruce Greenwald); "To See Ourselves as Others See Us--The Rewards of Classroom Observation" (James Austin with Ann Sweet and Catherine Overholt); "Discovering the Semester" (Laura L. Nash); and "Encouraging Independent Thinking" (James Wilkinson and Heather Dubrow). Part V explores the limits, dilemmas, and joys of the attractions of entering the workforce or military immediately after graduation. The report also asserts that retaining minority students in college until graduation remains a national economic and social problem, exacerbated by bigotry and the paucity of minority faculty and administrative role models. Individual state college efforts at recruiting and retaining minority students are also described. The report suggests that the future of the state and the nation will be determined by America's ability to cultivate a diverse, intelligent, and well-educated populace, and that efforts to open up the doors of higher education opportunity to all is in the nation's best interest. Contains 47 references. (Author/GLR)

ED 338 164 HE 025 006

Hensley, Wayne E.
Height as a Measure of Success in Academe.
PUB DATE- 91
NOTE- 17p.; Paper presented at the Speech Communication Association Convention (Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Rank (Professional); *Body Height; *College Faculty; Comparative Analysis; Department Heads; Higher Education; Professors; Promotion (Occupational); *Teacher Promotion; Trend Analysis

This paper presents the results of two studies at a large mid-Atlantic university that examined the height/success paradigm within the context of the university settings. Specifically, are the trends observed among taller persons in police and sales work equally valid for university professors? A random sample of faculty (N=90), revealed that academics are taller than the average American of their age and gender. The monotonic trend anticipated between height and academic rank revealed that assistant professors are 1.24 inches taller, associate professors are 1.50 inches taller, and professors are 1.97 inches taller than the average individual of their age and gender. Another study, using a sample of department chairmen (N=52), found that they are taller by 2.14 inches than the American of their age and gender. From examining the mechanisms by which taller persons rise to positions of authority, it was found that chairmen do not achieve that post at a younger age, they do not spend a greater proportion of their academic careers as chairmen, and they are no more likely to be hired from outside as from inside the university. Viewed from an interactionist perspective, these findings corroborate the idea that height is important not in itself but because it is a predictor of social dominance. Contains 24 references. (GLR)

ED 338 165 HE 025 007

Wechsler, Harold
Meeting the Transfer Challenge: Five Partnerships and Their Model. The Report of the Vassar/AAC National Project on Community College Transfer.
SPONS. AGENCY- Chase Manhattan Bank, New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Aug 91
NOTE- 42p.; Funding also received from the AT&T Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

recommended a partnership that links existing institutions, builds on strengths, focuses on the needs of this particular metropolitan area, is cost effective for participants, improves the social and economic health of the region, can attract new sources of funding, and can enhance the potential of the area and its citizenry. In order to implement this plan the Commission proposes the following: formal coalition of key academic institutions located in the area; an urban grant university; community colleges as full partners; a Portland Educational Network to promote participation in education; several priority programs for interinstitutional collaboration; and a broadly based advocacy and funding organization that can promote the community and academic partnership and help implement the Commission's plan. Attachments include a copy of the executive order creating and defining the tasks of the Commission as well as a list of partners and contributors. (JB)

ED 338 184   HE 025 026

Open and Distance Higher Education in the European Community. Report from the Commission.
PUB DATE- 24 May 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Continuing Education Centers; *Distance Education; Foreign Countries; Higher Education; *Open Universities; *Professional Continuing Education; Teaching Methods
IDENTIFIERS- *Europe; European Community

In response to obsolescence of knowledge and increased need for continuing education, open and distance higher education formats for higher education are being developed in Europe. These formats use technological advances to make continuing education available. Many European Community nations have well organized systems of open university education. However, the investment in continuing education for adults is low. Distance education involves students working alone using materials developed centrally and distributed to home or work place. Open universities are not involved in research and the development of new knowledge. As it has developed, distance education has made use of more divers kinds of media and methods for instruction and an almost industrial approach to knowledge transfer. Much attention is paid to feedback in the design of materials and the organization of student support services. Organizational features are diverse and depend on national decision making processes. Modern technology will facilitate the development of a European network between open universities. Language teaching will receive special attention. A meeting of experts in distance education and training from European Community member nations met in 1990 to discuss their countries' national priorities and agreed at that time to contribute to a survey on priorities. Replies from 11 Member States are summarized in this report. An appendix lists facts and figures on open and distance teaching universities in Europe. (JB)

ED 338 185   HE 025 027

Student Loans: Direct Loans Could Save Money and Simplify Program Administration. Briefing Report to the Chairman, Subcommittee on Postsecondary Education, Committee on Education and Labor, kit, and a poster--are included in the reports with a profile of each participating village and a description of the field test. The second section contains the text of reports from Unesco and ACCU, together with country reports from China, Indonesia, India, Iran, Laos, Malaysia, Papua New Guinea, Pakistan, the Philippines, Thailand, and Viet Nam, and reports from resource people from Unesco, Nepal, and Thailand. The third section contains national follow-activity plans prepared by teams of participants in the workshop. The annex and appendix include general information, a schedule of the workshop, a list of participants, and the addresses given by various officials in the opening session. (DB)

ED 338 204   IR 015 225

Report of the National Workshop on the Preparation of Literacy Follow-Up Materials in Malaysia (Penang, Malaysia, December 9-19, 1990).
PUB DATE- Feb 91
NOTE- 71p.; For related workshop reports, see IR 015 223, IR 015 226 and ED 332 001. Photographs and illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Continuing Education; *Developing Nations; *Educational Media; Field Tests; Foreign Countries; Illustrations; Instructional Development; Instructional Material Evaluation; *Material Development; Needs Assessment; *Nonformal Education; Reading Materials; Rural Development; Videotape Recordings; Womens Education
IDENTIFIERS- *Malaysia

The main objective of this workshop in Malaysia was to provide training experience to key personnel involved in functional literacy and non-formal education for youth and adults in the development, production, utilization, and adaptation of literacy materials for the use of this group. The first of three sections summarizes the proceedings of the workshop, including the workshop objectives, the participants, the opening session, workshop activities (presentation and discussion of working papers, field work, and the development, production, and field testing of materials), and the closing ceremony. The second section provides the working papers: (1) "ACCU's Regional Co-operative Literacy Programmes in Asia and the Pacific" (Asian Cultural Centre for Unesco (ACCU); (2) "Development of Literacy Follow-up Materials" (Kla Somtrakool); (3) "The Impact of Functional Literacy on Human Resource Development" (Mohd. Hoesne Hussain); (4) "Research in the Design, Production, and Use of Instructional Media" (reference paper); (5) "Production of Video Programmes" (Eijiro Tsumagi); and (6) "Literacy and Continuing Education for Women" (T. M. Sakya). Section 3 contains reports of the field surveys and the preparation and field testing of the materials developed by the four groups, which focused on sanitation/health, consumerism, conservation, and rural industry, respectively. Samples of the materials, which included videos, pamphlets, leaflets, booklets, a workbook, and supporting materials, are provided. An agenda of the workshop, a list of participants, and addresses presented at the opening session are appended. (DB)

ED 338 205   IR 015 226

Development of Audio-Visual Literacy Materials for Women in Rural evaluation phase of the project which was conducted during the 1989-90 school year. The key finding from that evaluation concluded that Project CHILD has been an effective method of teaching students. (38 references) (Author/DB)

ED 338 222 IR 015 249

Adkins, Mark; Pease, Warren
Using Color as Information in Computer Displays: Problems with Perception and Communication.
PUB DATE- 91
NOTE- 18p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, IL, May 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Color; Computer Software; *Display Systems; Interaction; *Microcomputers; Perceptual Handicaps; *Visual Perception

The advancement of microcomputer technology has reached the point where color monitors and color computer software are fast becoming the norm in our information society. Color is another channel for communication, and can be used for enhancement of both aesthetic characteristics and productivity. The advantage to the use of color for communication is that there is an increased capacity to convey information in the message. The disadvantage is that the information contained in the color channel may not be perceived by approximately eight percent of the population who have impaired color vision. Misperceiving color information may result in not seeing such important messages as headings on a spreadsheet or the distinct colored sections in a pie chart. This paper explains the technological and perceptual problems associated with the use of color computer display systems, and then offers a solution for the effective use of color regardless of the viewer's ability to perceive color. (14 references) (Author/DB)

ED 338 223 IR 015 250

Learning Resources and Technology. A Guide to Program Development.
PUB DATE- 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Copyrights; *Curriculum Development; Databases; Distance Education; *Educational Technology; Educational Television; Elementary Secondary Education; *Instructional Design; Instructional Development; *Learning Resources Centers; Media Specialists; *Program Development; School Libraries; State Departments of Education; Telecommunications

This guide provides a framework to assist all Connecticut school districts in planning effective learning resources centers and educational technology programs capable of providing: a well developed library media component; shared instructional design responsibilities; reading for enrichment; integration of computers into instruction; distance learning; access to remote databases; and use of other telecommunications technologies. The first of eight chapters discusses the role of learning

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Libraries; *Facility Improvement; Higher Education; Library Collection Development; Library Development; Library Equipment; *Library Facilities; *Library Planning; *Library Technical Processes; *Maps
IDENTIFIERS- *University of Rhode Island

This report describes the planning and design process for the University of Rhode Island Library's new map room, which was undertaken as part of a library expansion and renovation program. The first of the report's three major sections describes how equipment was selected for the map room and discusses the advantages and disadvantages of three types of equipment configurations and the cost estimates provided by various equipment suppliers; the suppliers' addresses and telephone numbers are included. The second section documents how the library's collection development policy fulfills the library's mission statement and responsibilities. It is noted that the collection development policy is inclusive of the following elements: the library's map user priorities; geographic priorities; subject and language considerations; formats; selection criteria; weeding; cooperative agreements; and other special considerations. The third section consists of the office manual of procedures for the processing and filing of maps. Several examples of maps processing are appended. (22 references) (MAB)

ED 338 242 IR 053 752

Culmer, Carita M.
Converting Inhouse Subject Card Files to Electronic Keyword Files.
PUB DATE- 91
NOTE- 54p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Libraries; *Access to Information; *Bibliographic Databases; Card Catalogs; Community Colleges; Controversial Issues (Course Content); Hypermedia; Indexes; *Information Retrieval; Library Automation; Library Materials; Library Technical Processes; Microcomputers; Online Catalogs; *Online Searching; Search Strategies; Subject Index Terms; Two Year Colleges; User Needs (Information)
IDENTIFIERS- HyperCard; Keywords

The library at Phoenix College developed the Controversial Issues Files (CIF), a "home made" card file containing references pertinent to specific ongoing assignments. Although the CIF had proven itself to be an excellent resource tool for beginning researchers, it was cumbersome to maintain in the card format, and was limited to very general subject headings. The goal of this project was to make specific information in the CIF more readily accessible to students using a method of file maintenance that would require less library staff time to input new records or alter old ones. To this end, an electronic format was developed for CIF using HyperCard 2.0 on a Macintosh SE. The conversion procedure included experimentation with various formats, the creation of electronic templates, the development of input procedures and creation of a procedures manual, training librarians in search techniques, training and supervision of support staff who would do the actual inputting of data, and proofreading. A core sample demonstrated that bibliographic records of in-house files could be enhanced, and

University, Southern University, and Tulane University--and the University of California at Santa Barbara. The main objective of the data-gathering and analysis using the shelflist sampling methodology was to compare segments of the holdings of the participating libraries. The ultimate objective of the study was to create an information base of collection profiles which could be used to foster cooperative and collaborative collection development. This report begins with a narrative summary of the project covering the project history; the methodology used; the results of the data analysis; the potential utility of the research results; and activities during the project, after the grant period, and in the future. Three appendices constitute the major part of the report: (1) data analysis with selected graphs; (2) copies of the data reports for the participating libraries; and (3) a final accounting for the expenditure of the grant funds. (MAB)

ED 338 262 IR 053 811

Fox, Edward A.; Wilson, Linda
Comparison of Advanced Retrieval Approaches for Online Catalog Access. Final Report.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Analysis of Variance; Higher Education; Hypothesis Testing; *Information Retrieval; *Online Catalogs; *Online Searching; Relevance (Information Retrieval); *Search Strategies

This report presents the results of an experimental study which compared four different advanced retrieval methods for an online catalog to determine which are more efficient, effective, and usable. Conducted with 216 student volunteers from Virginia Polytechnic Institute and State University (Virginia Tech), the study required access to data for a large number of catalog records, a software system that could be used to search through that data, a computer system that could support a number of simultaneous users searching against the catalog database, participants who would try out the system on the records, and questions asked by students in the library. Eighteen of the questions collected using a specially designed form were selected to be searched by the participants and later by expert librarians. The students' responses to an online questionnaire and indications of timing and effectiveness from the log of the search session were used to compare the four methods. Analyses of these variables indicated that the study results provide support for the research hypothesis, i.e., that the vector with feedback method would be the most effective retrieval method, followed by the vector method, and then by the extended Boolean and Boolean methods. This report includes detailed information on the funding received; descriptions of the research design, preparing for and conducting the experiment, an overview of the results, detailed results from the questionnaire analysis, and a brief statement on further and future work. Six appendixes contain a related article, "Advanced Retrieval Methods for Online Catalogs" (Edward A. Fox); the form used for collecting queries; a description of the protocol for the Retrieval Experiment--Virginia Tech OnLine Catalog (REVTOLC); and the REVTOLC consent form, explanations

(141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *College Planning; *Community Colleges; *Construction Costs; *Educational Facilities; Educational Facilities Design; Educational Facilities Improvement; Educational Facilities Planning; Educational Finance; Educational Planning; *Full State Funding; Needs Assessment; Two Year Colleges
IDENTIFIERS- *Las Positas College CA

The Livermore Education Center (LEC), an off-campus center of Chabot College, was established in 1975. In 1986, the South County Community College District designated the LEC a full-service community college campus eligible for state funding of facilities, and in 1988, the Board of Governors of the California Community Colleges approved Las Positas College (LPC) as the 107th college of the system. Although the college was built entirely with local funds, to receive state funds for capital expansion, the California Postsecondary Education Commission (CPEC) must formally review plans for the college, just as it reviews proposals and plans for new college campuses. This report constitutes CPEC's review of plans for LPC and its approval of the college within the California Community College System, making it eligible for state capital outlay funding as of the 1991-92 fiscal year. After part 1 reviews CPEC's conclusions and recommendations, part 2 describes CPEC's involvement in the college planning process and the history of the proposal for Las Positas College. Part 3 reviews the following aspects of the Las Positas proposal: adequate funding projections; alternatives to new campuses or off-campus centers; serving the disadvantaged; geographic and physical accessibility; environmental and social impact; effects on other institutions; academic planning and program justification; and consideration of needed funding which includes projected capital outlay projects for LPC from 1990-91 through 1994-95. Appendixes include CPEC guidelines and procedures for the review of new campuses and off-campus centers; a history of LEC and LPC; and a copy of the LPC master plan educational program. (PAA)

ED 338 281 JC 910 495

Keys, Robert C., Ed.
Toward the Future Vitality of Student Development Services: Traverse City--Five Years Later. Summary Report of the Annual Leadership Colloquium (6th, Traverse City, Michigan, July 26-29, 1989).
PUB DATE- 90
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Advising; College Administration; College Outcomes Assessment; *College Planning; *College Role; Community Colleges; Educational Finance; Leadership Responsibility; National Surveys; Program Evaluation; School Holding Power; *Student Development; *Student Personnel Services; Summative Evaluation; Two Year Colleges

As a result of the 1984 National Council on Student Development (NCSD) Leadership Colloquium, a report was developed presenting a series of seven recommendations and accompanying strategies for strengthening student development services. Entitled, "Traverse City Statement: Toward the Future Vitality of Student Development Services," the report served as the basis for the Sixth Annual NCSD Leadership Colloquium. At the 1989 colloquium, special work groups were formed to examine and

Parnell, Dale; Philips, Al
A Study on the Delivery of Lower Division Collegiate Programs and Services in the Metropolitan Oklahoma City Region for the Oklahoma State Regents for Higher Education.
SPONS. AGENCY- Oklahoma State Regents for Higher Education, Oklahoma City.
PUB DATE- 12 Sep 90
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; College Administration; College Bound Students; *College Planning; Community Colleges; Educational Assessment; Expenditure per Student; Financial Support; Higher Education; *Intercollegiate Cooperation; *School District Reorganization; State Universities; *Statewide Planning; Two Year Colleges; *Undergraduate Study; Vocational Education
IDENTIFIERS- *Oklahoma (Oklahoma City)

In 1990, the Oklahoma State Regents for Higher Education authorized a study of lower-division education services offered by Central State University, El Reno Junior College, Oklahoma City Community College, Oklahoma State University Technical Branch, and Rose State College--all operating in the Oklahoma City metropolitan area. Special attention was given to the five functions of community colleges (i.e., transfer, technical, developmental, and adult and continuing education, and community service). Drawing from site visits, material furnished by local colleges and state agencies, and visits with state legislators, business/industry leaders, and State Regents, the study examined costs, college-going rates among high school seniors, college funding, and the delivery of services at the five colleges. Recommendations emanating from the study included the following: (1) clarify institutional missions; (2) specify geographic service areas for the three metropolitan community colleges; (3) establish a position of Vice Chancellor for Technical Education; (4) include economic development in college missions; (5) define and allocate technical education program specialties for each college; (6) establish a common course numbering system; (7) give colleges greater flexibility in offering off-campus classes; (8) establish a minority student success incentive program; (9) consider preparing a statewide long-range plan for community college development; and (10) encourage cooperative efforts between local vocational-technical schools and community colleges. Recommendations were also developed related to state funding flexibility, a plan for the development of a new Oklahoma City Community College District, and possible alternatives to the plan. Papers on a Tech Prep/Associate Degree Program for Metropolitan Oklahoma City students and on the basic elements of the community college philosophy are appended. (JMC)

ED 338 298 JC 910 517

Cohen, Arthur M.
Building Indicators of Community College Outcomes.
PUB DATE- 16 Jul 91
NOTE- 12p.; Paper presented to the Society of College and University Planners (Seattle, WA, July 16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

The collective bargaining agreement between the West Kern Community College District Board of Trustees and the Taft College Faculty Association/California Teachers Association/National Education Association is presented. This contract, covering the period from July 1, 1989 through June 30, 1990, deals with the following topics: bargaining agent recognition; professional dues or fees and payroll deductions; leaves of absence; workload obligation; compensation, including fringe benefits, schedule classification and placement, and certificated salaries; certificated employer-employee relations committee; completion of meet and negotiation; term and renegotiation; no strike clause; savings provisions; and contract resolution. Salary schedules, information on optional retirement/reduced workloan plan, and provisions related to the petroleum technology program are included. (PAA)

ED 338 317 JC 910 540

Collective Bargaining Agreement between Barstow College Faculty Association and Barstow Community College District, 1988-1991.
PUB DATE- 88
NOTE- 59p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Evaluation; Faculty Workload; Fringe Benefits; Grievance Procedures; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Teacher Promotion; *Teacher Salaries; Two Year Colleges; Unions
IDENTIFIERS- Barstow College CA; California Teachers Association; National Education Association; *NEA Contracts

The collective bargaining agreement between the Barstow Community College District and the Barstow College Faculty Association/California Teachers Association/National Education Association is presented. This contract, covering the period from July 1988 through June 1991, deals with the following topics: bargaining agent recognition; district and association rights; renegotiation; nondiscrimination; hours, terms, and conditions of employment; salary; health and welfare benefits; calendar and holidays; leaves of absence; faculty evaluations; safety and security committee; grievance procedures; retirement; compensation for, scope of assignment of, and selection, term, and removal of division chairs; savings provision; maintenance of standards; and reopeners. The 1988-89 and 1989-90 salary schedules are attached. (PAA)

ED 338 318 JC 910 541

Agreement between Association of Certificated Educators and West Valley-Mission Community College District, July 1, 1988 through June 30, 1991.
PUB DATE- 88
NOTE- 182p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; *Contracts; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Job Layoff; Leaves of Absence; Negotiation Agreements; *Personnel Policy; Released Time; Retirement; Teacher Dismissal; Teacher

includes three classrooms, a playground, and a room called "the Exploratorium." The exploratorium is 2,304 square feet in size and contains three built-in areas: a kitchenette, a water/science/arts center, and an amphitheater with seating. It is designed to meet two philosophical goals. The first goal is to use the Piagetian theory of how children learn; in other words, to take advantage of the child's natural inclination to explore an environment that is rich in resources. The second goal is to focus on all the arts. The exploratorium functions as: (1) a sociodramatic play area; (2) a construction center; (3) an area that provides an opportunity for sharing many materials; (4) an area where teachers can observe children closely; (5) an area where university students can receive training in working with children in a special setting; and (6) an area with aesthetic appeal. The organization of the center involves three homebase classrooms. Groups of children from each classroom rotate their use of the exploratorium, and this alleviates classroom overcrowding. A reference list of eight items and a floor plan of the center are included. (BC)

ED 338 337 PS 019 809

Chapter 1 Services and Early Childhood Education: Problem or Promise. A Statement.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Elementary School Mathematics; *Federal Programs; *Preschool Education; Program Evaluation; Reading Programs; *Remedial Programs; Standardized Tests
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Pullout Programs

Most of the federal government's support of disadvantaged young children has come through Head Start and Chapter 1 programs. Chapter 1 has mainly been used for pull-out remedial reading and mathematics programs in the elementary grades. The National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) is concerned that Chapter 1 methods are inappropriate for younger children, and recommends that Chapter 1 be re-evaluated and restructured, especially in terms of the manner in which children are selected to participate, programs are evaluated, services are delivered, and programs are administered. Of special concern are the reliance of Chapter 1 on standardized testing for selection and program evaluation and the way in which its requirements interfere with cooperative learning. NAECS/SDE proposes that for Chapter 1 to effectively serve children through age eight, each state, district, and school must have its own Chapter 1 plan--a plan that meets the needs of its own children. It is also proposed that: (1) Chapter 1 programs be coordinated with other family-oriented publicly funded programs; (2) alternatives to pull-out programs be found; (3) state and local funds be used to match Chapter 1 at prekindergarten levels in order to encourage high quality full-day programs; (4) alternatives to standardized testing be found; and (5) emphasis be placed on staff training and parent involvement. (SAK)

ED 338 338 PS 019 812

Children and Youth: The Crisis at Home for American Families. Hearing before the Committee on Labor and Human Resources.

Defying Statistics or "Latch-key Children in the Late '80s: Family Composition, Working Mothers, and After School Supervision."
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 6 Apr 91
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; After School Programs; *Employed Parents; Employment Level; Family Income; Grade 8; Grades (Scholastic); Homework; Junior High Schools; *Junior High School Students; *Latchkey Children; *Mothers; *Parent Background; Parent Participation; Stepfamily; Television Viewing
IDENTIFIERS- *Ethnic Differences; Single Income Families

This study explored the effects of after-school supervision on 8th graders' academic performance. Data from the National Educational Longitudinal Study of 1988 relating to a total sample size of 20,491 students (after exclusions) in 802 public and 233 private schools were analyzed. The analysis indicated that parents do not discriminate between sons and daughters when they leave children unsupervised. Hispanics and Asians are most likely, and Anglos least likely, to make sure their children have adult supervision. Parents with only a high school education are most likely to provide supervision, and parents with advanced degrees are most likely to leave their children unsupervised for short periods of time. Students living with both natural parents are supervised more than students living in other family types. Homemaking mothers are twice as likely as working mothers to make sure their child is supervised. The analysis of the consequences of lack of supervision indicated that the number of hours students watch television increases with the number of hours spent unsupervised. Students left unsupervised for less than an hour perform better on tests than students in other groups. Students left unsupervised for long periods of time receive lower grades than those in other groups. Four references are cited. (BC)

ED 338 358 PS 019 900

Primary Education: A Framework.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- Apr 91
NOTE- 41p.; Prepared by the Central Kentucky Cluster of School Districts.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Improvement; Elementary School Students; Holistic Approach; Integrated Curriculum; *Nongraded Instructional Grouping; *Nongraded Student Evaluation; Parent Participation; *Primary Education; *Program Implementation; School Districts; *State Programs; Student Characteristics; Student Educational Objectives; Teacher Attitudes
IDENTIFIERS- *Developmentally Appropriate Programs; *Kentucky (Central)

This publication discusses the nongraded primary education block mandated by the Kentucky General Assembly to take effect during

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Design; *Classroom Environment; Classroom Research; *Interior Design; Learning Centers (Classroom); *Peer Relationship; Preschool Education; Social Behavior; Speech Communication; *Toddlers

This study was a joint undertaking of interior environmental designers and a child developmentalist. The goal of the study was to increase peer interation between children in two classes held in one classroom. Children were observed for 7 weeks, in three periods: weeks 2 and 3 (time 1); weeks 4 and 5 (time 2); and weeks 6 and 7 (time 3). Observers noted children's location in activity areas, affect, degree of social involvement, and verbalization. Observations at times 1 and 2 indicated a low level of social interaction among children, and a reliance on the presence of the head teacher. Between weeks 5 and 6, the classroom was redesigned to provide open vistas so that children could scan the entire room without interrupting their play. Distracting items, such as unnecessary shelving and bulletin boards, were removed. After the observations at time 3, results indicated that there was no difference in types of play between time 1 and time 2. There was, however, a difference in amount of interactive play between time 3 and the earlier times. There was no change in verbal behavior directed to peers. One of the classes showed a difference in pattern of use of activity areas in time 3 compared to times 1 and 2. (BC)

ED 338 377 PS 019 946

Echols, Catharine H.
Infant's Attention to Objects and Consistency in Linguistic and Non-Linguistic Contexts.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Associative Learning; *Attention; *Cognitive Development; *Developmental Stages; *Infants; *Language Acquisition
IDENTIFIERS- *Labeling (of Objects)

Two studies tested the observation that infants learn to use a "whole object assumption" between the ages of 8 and 15 months, meaning that they expect a word to apply to the whole object to which it refers. The first study investigated the possibility that infants of 8 to 10 months may attend differently, and more selectively, to events that are named than to events that are not. The study also considered what exactly the infants' attention is drawn to. A habituation procedure, in which infants watched a researcher manipulating objects on a stage and a speaker spoke behind the stage, was used. In a 2 x 2 design, half the infants heard the object being labeled and half did not. Half also saw a consistent object undergoing three different motions as opposed to different objects undergoing the same motion. For both motion and objects, infants attended more to what was consistent than to what was not. A second study sought to determine whether this tendency was stronger in infants who were learning language at 13 to 15 months. It was found that the older infants looked longer at a novel object regardless of whether it was in the consistent motion or the consistent object condition, and regardless of and a list of resources useful for organizing a mother and toddler group is provided. (BC)

ED 338 397 PS 019 984

Riley, Mary Tom
Literacy: America's Working Partnership.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Jan 89
NOTE- 37p.; Developed by the Resource Support Group.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adults; At Risk Persons; Children; Educationally Disadvantaged; Elementary Secondary Education; *Functional Literacy; Functional Reading; High Risk Students; *Illiteracy; *Literacy Education; Phonics; Preschool Education; *Reading Readiness; Reading Skills; *Social Problems

This document examines the problem of illiteracy. The first chapter provides background and general information about illiteracy, while the second chapter distinguishes between "illiterate" and "functionally illiterate," and provides a new look at the concept of functionality. The third chapter begins with a section about illiteracy in the United States which considers population statistics regarding ethnic groups, age, and other factors. The second section of the third chapter identifies areas of cost which can be directly attributed to inefficiency caused by illiteracy. The fourth chapter traces the influences and effects of illiteracy in families and looks at the services of literacy programs for adults and children. A comprehensive and sequential model of the developmental aspects of literacy is offered in the fifth chapter. In the sixth, the causes of illiteracy are examined. A methodological approach to literacy training through reading readiness that is applicable to adults and children is proposed in the seventh chapter. The eighth chapter emphasizes the importance of the phonics system for children and adults, and the ninth offers suggestions for literacy training. (SH).

ED 338 398 PS 019 985

Swick, Kevin J.
A Proposal for Utilizing the USC Children's Center as an On-Campus Child Care/Early Learning Center.
PUB DATE- Aug 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; *Child Development Centers; College Planning; *Day Care Centers; Early Childhood Education; *Employer Supported Day Care; *Facility Planning; Higher Education; *Organizational Change; State Universities
IDENTIFIERS- *Campus Child Care; *University of South Carolina

This document explores the possible use of the University of South Carolina at Columbia's (USC) Children's Center as a high quality child and family center laboratory that would serve the university. The existing USC child care center, which is operated by the College of Education, will close at the end of the 1991-92 academic year. Initial discussion of the status of child development and family support centers on U.S. university

Tullis, Richard J.; And Others
An Evaluation of the Non-Graded Primary Learning Communities Program.
PUB DATE- 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Attendance; Classroom Environment; *Classroom Techniques; Comparative Analysis; Inservice Teacher Education; *Nongraded Instructional Grouping; Primary Education; Questionnaires; Scores; Standardized Tests; *Teacher Attitudes
IDENTIFIERS- Developmentally Appropriate Programs; *Houston Independent School District TX

The Nongraded Primary Learning Communities Program (NPLCP) was introduced at the beginning of the 1990-91 school year in three Houston Independent School District elementary schools. This evaluation describes the implementation of the NPLCP; examines the effect of the NPLCP on students' standardized achievement test scores; and evaluates teacher opinion of the NPLCP. There were no differences of attendance rates of program students and students in a comparison group. While most of the teachers thought that the nongraded approach was more developmentally appropriate than the approach used in the graded classroom, they expressed reservations about the quality of the class management and individualized instruction training that they received. The teacher survey form is appended. Contains 7 references. (LB)

ED 338 419 PS 020 017

Shigaki, Irene S.
An Examination of Social Interaction and Play Activities of Infants and Toddlers in Japanese Day Care.
PUB DATE- 91
NOTE- 32p.; An earlier version of a portion of this paper was presented at the International Conference of Infant Studies (Los Angeles, CA, April, 1986).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Cross Cultural Studies; *Cultural Differences; *Day Care Centers; Foreign Countries; *Infants; *Peer Relationship; *Play; Preschool Education; Social Development; Social Values; *Toddlers
IDENTIFIERS- Caregiver Child Relationship; Concentration; *Japan (Tokyo); United Kingdom; United States

This study examined patterns of social interactions and play activities in Japanese day care settings. Fifty children between 6 and 36 months of age in five day care centers in Tokyo were observed over several prescribed time intervals. Variables measured during the observations included: (1) type of social interaction; (2) type of activity engaged in; (3) concentration, as determined by length of play bouts; and (4) complexity of activity. Data obtained from the observations were compared to similar data obtained in studies in the United States and the United Kingdom. Results from the observations showed that while developmental trends in social interaction and play activities were found, influences of Japanese caregivers in helping to promote a sense of group membership were also found. Few play bouts were cognitively complex.

advice and support and high-concern scores. A reference list of 15 items is included. (BC)

ED 338 440 PS 020 058

Nye, Barbara A.; And Others
The Lasting Benefits Study: A Continuing Analysis of the Effect of Small Class Size in Kindergarten through Third Grade on Student Achievement Test Scores in Subsequent Grade Levels: Fourth Grade. Technical Report.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Class Size; Elementary Education; *Elementary School Students; Grade 4; Inner City; Mathematics Achievement; Reading Achievement; Rural Schools; *School Location; *Small Classes; Social Sciences; Study Skills; Suburban Schools; *Teacher Student Ratio; Urban Schools
IDENTIFIERS- Lasting Benefits Study TN; Student Teacher Achievement Ratio Project TN; *Tennessee

Between 1985 and 1989, the Student Teacher Achievement Ratio (STAR) Project studied the effect of class size on student achievement in Tennessee schools. The study examined: (1) small classes of 15 students per teacher; (2) regular classes of 24 students per teacher; and (3) regular classes with a teacher's aide. The sample included students from kindergarten through third grade at inner-city, rural, urban, and suburban schools. Results showed achievement benefits for students from small classes over students from the other classes. A Lasting Benefits Study (LBS) was undertaken to determine whether these gains were maintained at the end of students' participation in regular size fourth-grade classes. This report discusses the LBS findings. A battery of tests was administered to 4,320 fourth-grade students who had been in a Project STAR class during third grade. Achievement in reading, language, math, science, study skills, and social science was assessed. For all achievement measures and all school location types, fourth-grade students who had been in project STAR small classes during third grade showed significant advantages over Project STAR students from the other two class-size conditions. Appendixes include definitions of the school types and tables of test scores. Six references are cited. (BC)

ED 338 441 PS 020 060

Close to Home: "Community-Based Mental Health Services for Children." Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 29 Apr 91
NOTE- 217p.; Portions of this document contain extremely small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Advocacy; *Child Health; Childhood Needs; Children; *Community Health Services; *Demonstration Programs; *Family Problems; Hearings; Institutionalized Persons; Mental Disorders; *Mental Health; *Mental Health Programs; State Federal Aid; Youth
IDENTIFIERS- California; Congress 102nd; North Carolina (Fort Bragg); Virginia

students for academic or extracurricular activities. Formal clusters are necessary when undertaking major projects such as developing programs or curricula, redesigning schools, or cooperating with colleges or universities. Institutionalized consortia are now emerging as a policy strategy in some states to improve quality, access, and efficiency in rural education. Successful implementation of clusters requires a common purpose, a time commitment, similarity of member schools, geographic proximity of schools, simple organizational structure, active participation of administrators, involvement of school boards and communities, involvement of support organizations, starting small to ensure early success, frequent meetings, shared financing, and accountability. This booklet also lists academic, economic, social, and political benefits of clustering, and describes several existing clusters. (SV)

ED 338 460 RC 018 374

Good, Mary Ellen
A Needs Assessment: The Health Status of Migrant Children as They Enter Kindergarten.
PUB DATE- Dec 90
NOTE- 103p.; M.S. Thesis, San Jose University. Appendix F, "Consent for Release of Medical Information Form," is not included.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Child Health; Cultural Awareness; Early Childhood Education; *Health Needs; Health Services; *Migrant Children; Migrant Education; Needs Assessment; *Preschool Children
IDENTIFIERS- *California (North)

This paper examines the health needs of migrant children entering kindergarten. An extensive literature review discusses Leininger's model of culture congruent care as it relates to health services for migrant children; describes California's growing Latino and migrant populations; and outlines previous studies on the specific health needs of migrant children. A standardized comprehensive health examination developed by the California Child Health and Disability Prevention program was performed on 112 migrant children, aged 4-6, who were eligible for kindergarten enrollment in a northern California school district. About 63% of the sample had migrated to the area within the last year (current migrant status). The examination identified at least one health need in 62% of subjects; two-thirds of these had multiple needs. In eight of nine areas evaluated, current migrants had at least twice as many abnormal findings as former migrants. The most common health need was dental problems (21%), followed by obesity (19%), lack of immunizations (12%), iron deficiency anemia (10%), and hearing problems (6%). When the range of normal values was adjusted to interpret measurements that fell on the cutoff points as abnormal, the rate of obesity increased to 29% and the rate of anemia increased to 23%. Policy recommendations and implications for school nursing practice are outlined. Appendixes include a data collection form, a sample growth chart, and letters of consent. This paper contains 39 references. (SV)

ED 338 461 RC 018 376

State Bilingual and ECIA Chapter 1 Migrant Product Evaluation Report, 1990-91.
PUB DATE- Jul 91

Perspectives from Upstate New York" (Janet M. Fitchen). This document contains several figures, tables, and maps; some chapters provide references. (KS)

ED 338 478 SE 051 991

Wet and Wild Water.
PUB DATE- 90
NOTE- 228p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Environmental Education; *Interdisciplinary Approach; Language Arts; *Learning Activities; Mathematics Education; Science Education; Social Studies; Thematic Approach; *Water; Weather

This guide uses a thematic approach to show the integration of subjects (reading, mathematics, language arts, science/fine arts) and skills to create a context for learning. The contents of this guide are presented in a holistic format. There are six major topics in the guide, each with subtopics: (1) "Getting Your Feet Wet--An Introduction to Water"; (2) "Fishy Business--Applying Economics"; (3) "The Big Splash--Water Sports, Athletes, and Water Animals"; (4) "Where in the World--Famous Explorers of the Past"; (5) "Water Mysteries--Myths, Legends, and Strange Occurrences" (Loch Ness Monster and Atlantis); and (6) "Join Hands for Tomorrow's Water--Global Responsibility." Each topic is divided into different subtopics and each topic includes: (1) a divider page showing topics and subtopics; (2) core knowledge--the base level of information that the teacher will draw upon to use in direct instruction to the students; (3) activity--including objectives which relate to subject areas, materials needed for the lesson, directions for the activities; (4) water experiments; and (5) lists of books and resources for the teacher. (CW)

ED 338 479 SE 052 122

McKisson, Micki
Chrysalis: Nurturing Creative and Independent Thought in Children. Grades 4-12.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 83
NOTE- 219p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Art; Creative Thinking; Cultural Awareness; Dance; Drama; Grade 4; Grade 5; Grade 6; Health Education; *Independent Study; Intermediate Grades; *Learning Processes; Motivation; Music; Nutrition; *Problem Solving; *Science Activities; Science Education; Scientists; Secondary Education; Student Projects; *World Problems
IDENTIFIERS- Stress (Biological)

The intent of this book is to provide the framework for educational experiences designed to develop creativity, self-reliance, and a sense of independence in the students' approach to learning. It is comprised of eight units on a variety of contradiction and proof by induction, a finding not completely unexpected due to the considered overemphasis on form rather than substance within the mathematics curriculum. For the most part, the errors that occurred in proof achievement were consistent across all nine schools, a finding that suggests that the teacher is not a significant variable in determining proof achievement. (JJK)

ED 338 497 SE 052 349

Anderson, Catherine M.; Kouba, Vicky L.
Dissemination of the National Council of Teachers of Mathematics' "Curriculum and Evaluation Standards" in the Capital District Area of New York State.
PUB DATE- Mar 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Information Dissemination; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Standards; Surveys; *Teacher Attitudes
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; *New York (Albany)

A survey of the extent of the dissemination of the Curriculum and Evaluation Standards of the National Council of Teachers of Mathematics (NCTM) within the Capital District area of New York State revealed that 61% of the 381 respondents, from a contacted sample of 726 teachers, were aware of the Standards. Among the findings was one showing that there was no significant difference in the level of this awareness between teachers at public and private institutions; however, proportionally fewer teachers in rural areas were informed about the Standards than teachers in either suburban or urban areas. Further, significantly fewer elementary teachers than secondary teachers were cognizant of the Standards. The most commonly reported effective modes for dissemination of information concerning the Standards were departmental meetings and membership in the NCTM. Overall, most teachers who had heard of the Standards had read them completely or in part and had found them to be understandable as well as practical, to the extent that 52% of these teachers felt the Standards had changed their teaching at least somewhat, whereas 27% reported no change in their teaching methods. The majority of respondents described the current state of mathematics education as being problematic. Finally, over half of the respondents had used computers, calculators, and cooperative learning techniques within their classrooms. (JJK)

ED 338 498 SE 052 353

Mathematics Education: Wellspring of U.S. Industrial Strength. Report of the Wellspring Symposium (Irvine, California, December 15-16, 1988).
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Corporate Support; Curriculum Development; Educational Innovation; Elementary Secondary Education;

of Current Writing Research and Proposed Developments" (David Philips); (13) "The Influence of the American Public Law on New Zealand Special Education" (Don Brown); (14) "The Role of Multidisciplinary Assessment Centres in Special Education" (Lottie Thompson); (15) "Support for Mainstreaming" (Christine Hilton-Jones); (16) "Early Intervention: The Relevance of American Practices to the New Zealand Situation" (Helen Stevens); (17) "Educational Administration: Reflections on the Picot Report" (Maurice Gianotti); (18) "The Impact of American Ideas on New Zealand Nursing Education: Part I, "The View from the Journal" (Jocelyn Keith), Part II "Change in New Zealand Nursing Education in the 1970s" (Judith Christensen), Part III "Becoming Part of the Pattern" (Merian Litchfield); (19) "DACUM: Its Influences and Impact on Vocational Education" (Adrienne Burleigh); (20) "The Case of Law" (K. J. Keith); (21) "The Impact of the United States Ideas on Legal Education in New Zealand" (Marcy McLay); (22) "Beyond the Classroom: American Popular Culture, New Zealand Youth and Moral Panics" (Geoff Lealand); (23) "Broadcasting and the Transfer of Influence: 'Goodbye Auntie Beeb, Hello Uncle Sam'" (Brian Pauling); (24) "American Influences on Museum Education" (Connie Hall); (25) "America's Influence Upon New Zealand" (William Tramposch); (26) "Tar, Museums and Education" (John Yaldwyn); (27) "The Impact of American Ideas on New Zealand's Culture" (George Webby); and (28) "The Impact of American Theory and Ideas on Art Education in New Zealand" (Ray Thorburn). (DB)

ED 338 518   SO 021 474

Bickmore, Kathy
The Social Studies: Knowledge for Participation in Social Conflict?
PUB DATE- Apr 91
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Civil Liberties; *Classroom Environment; Classroom Research; Classroom Techniques; *Conflict; Conflict Resolution; *Controversial Issues (Course Content); Democratic Values; Educational Objectives; Educational Philosophy; Elementary Secondary Education; High Schools; *Role of Education; Social Problems; *Social Studies; Student Educational Objectives; Teacher Attitudes; *Teaching Experience; Teaching Methods

Social studies education in the United States has been viewed by many as a forum in which to socialize new citizens, to ensure that people of differing backgrounds have a history and ideals that they can share. Social studies also is perceived by some as a vehicle through which students can learn the value of conflict and difference, in the learning process and in situations outside of the classroom. This paper examines the existing role of conflict in the social studies classroom, and argues that conflict holds an untapped potential. A research study in which four high school social studies teachers were interviewed and observed in their classrooms is described and discussed. The role of conflict in the social studies classroom was examined in terms of what materials were covered (for example, multiple perspectives on historical events), and how those materials were covered (for example, opportunities for criticism and debate). Detailed descriptions and analyses of

1988 statewide music education survey. The third section, "Minnesota Department of Education Rules and Regulations," lists the guidelines governing a number of areas including pupil teacher ratios, clock hours, high school offerings, graduation standards, planning, evaluation, and reporting (PER), and proposed changes in music teacher licensure requirements. The final section features extensive listings of resources available in each of three areas: human resources, materials, and funding. (DB)

ED 338 540 SO 021 696

Clark, Gilbert A.
Examining Discipline-Based Art Education as a Curriculum Construct.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Art Education; *Curriculum Development; *Curriculum Evaluation; Educational History; Educational Improvement; Elementary Secondary Education; *Instructional Development; Intellectual Disciplines
IDENTIFIERS- *Discipline Based Art Education

Discipline-based art education (DBAE) can best be understood as a curriculum construct if it is seen in the context of traditional, major curriculum orientations. The three major curriculum orientations are child-centered orientation, society-centered orientation, and subject-centered orientation. DBAE is a contemporary construct of the subject-centered orientation. Its focus is on developing students' capacities for improvinn skills in art making activities and improved understanding of related studies including aesthetics, art criticism, and art history. Critics of DBAE have charged that it excludes child-centered or society-centered curriculum orientations. This booklet responds that viewed as a curriculum construct, DBAE is coherent, but not always complete. DBAE can take its place beside child-centered and society-centered orientations to art education. The history behind the emergences of DBAE is discussed in detail. Considerable attention is paid to how DBAE (and other curriculum perspectives) address the main components of the art curriculum--content, student, teacher, and setting. (DB)

ED 338 541 SO 021 700

Shabbas, Audrey; And Others
The Arabs: Activities for the Elementary School Level. The Things that Make for Peace: Empowering Children To Value Themselves and Others.
PUB DATE- 91
NOTE- 62p.; This work was made possible by a grant from the Peace Education Fund of the Peace Development Fund.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arabs; Area Studies; Elementary Education;

ED 338 082   FL 019 808

Follow-Up Study of French Immersion Graduates. Provincial Results (1987-88 and 1988-89 Graduates) = Etude des diplomes de l'immersion francaise. Resultats provinciaux (diplomes des annees 1987-88 et 1988-89).

PUB DATE- Feb 91

NOTE- 53p.

LANGUAGE- English; French

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Attendance; Educational Attitudes; Educational Benefits; Elementary Secondary Education; Foreign Countries; *French; Graduate Surveys; *Immersion Programs; Job Skills; Language Attitudes; Language Maintenance; *Language Role; *Language Skills; Mathematics Instruction; *Participant Satisfaction; Postsecondary Education; Questionnaires; Science Instruction; Second Language Programs; State Surveys; Student Attitudes

IDENTIFIERS- Canada; *Manitoba

Results of a provincial survey of Manitoba's French immersion program graduates are reported. The two most recent cohorts of graduates (1987-88 and 1988-89) from nine secondary schools were surveyed, with 225 respondents. Three introductory sections describe the study's background and purpose, methodology, and interpretation. The fourth section contains the findings, in both tabular and narrative form, in these areas: perceived benefits of French immersion instruction; importance of maintaining French language skills; ability to use French; actual use of French; perceptions of educational gains and losses from participation in French immersion; participation in postsecondary education; postsecondary courses in French; reasons for not taking any further French; adequacy of French skills; postsecondary math and science courses; employment use of French; and general comments. Finally, the results are summarized. The survey questionnaire is included. (MSE)

Provenzano, Johanna Z., Ed.
Promising Practices: A Teacher Resource (Grades 4-6).
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 85
NOTE- 90p.; For a parallel guide for grades K-3, see ED 261 541.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education Programs; *Classroom Techniques; Curriculum Development; Grade 4; Grade 5; Grade 6; Intermediate Grades; Lesson Plans; *Limited English Speaking; Student Evaluation; *Teaching Methods
IDENTIFIERS- Content Area Teaching

Part of a project to help teachers respond to the challenge of teaching content subjects to a variety of limited-English-proficient (LEP) learners, this report presents the recommendations of a group of master teachers who first identified promising practices for educating minority language students and then supplemented these by selecting learning activities that exemplify the ways in which the practices can be used successfully in the LEP classroom. The 29 promising practices are grouped under four headings: planning; classroom management; teaching procedures; and evaluation. Practices include emphasizing advance preparation, providing additional time for teaching vocabulary; creating opportunities for student-student interaction, instituting a reward system, encouraging parent-student activities, contextualizing instructional language, providing a hierarchy of questioning techniques, building self-esteem, and providing positive reinforcement and feedback. Sample lesson plans are given for each category, and a lesson evaluation checklist is provided that summarizes the 29 practices. A subject index is also included for the following areas: art, health, language arts, math, music, science, and social studies. Contains 11 references. (LB)

This manual describes two methods of assessing college students' conceptual structures in the interest of student evaluation. The focus is on the mental frameworks (conceptual structures) that enable students to remember and apply facts and theories. The guide offers two methods, the "ordered-tree" and the "fill-in-the-structure." An introduction discusses the general uses of the techniques, modes of assessment, and the measures that each offers. Section I describes the ordered tree technique including preparation of the stimuli, materials, administration, scoring (examples included), and interpretation of results. Section II describes the fill-in-the-structure method including preparation of the materials, administration (two figures from an ecology course included), scoring, and interpretation. A third section presents some considerations of similar and different aspects of the two techniques to assist instructors in selecting the best method for the situation. An appendix contains an example of scoring the fill-in-the-structure task with detailed explanation and eight references. A computer disk to aid in the analysis of the ordered-tree task has also been developed. (JB)

ED 338 125 HE 024 938

Stark, Joan S.; And Others
Course Planning Exploration for Program Self-Study. User's Manual. Preliminary Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Curriculum; College Faculty; *College Instruction; *Course Evaluation; Course Objectives; Evaluation Methods; Higher Education; *Instructional Development; Program Improvement; *Research Methodology; Scientific and Technical Information; Self Evaluation (Groups)
IDENTIFIERS- *Course Planning Exploration Survey

This document is a guide for use in self-study by groups of college faculty using the Course Planning Exploration (CPE) survey. The CPE is designed to uncover approaches to course planning and thereby stimulate discussion, collegial learning, and development among faculty members. Section I describes the CPE including the history of its development, the contextual filters model of course planning, and the uses of the CPE for program self-study. Section II covers how to use the CPE, an overview, the parts of the survey, scoring, and reporting and discussing the results. Section III explores how to use the CPE for research including a discussion of cautions and instrument limitations. Appendixes contain a listing of the steps taken in the development of the CPE, a copy of the survey itself, and a data code book. An attachment describes how to obtain the CPE and the user's manual. Eight references are included. (JB) craft from a philosophical perspective in the following papers: "Having It by Heart: Some Reflections on Knowing Too Much" (John Hildebidle); "Undue Influence: Confessions from an Uneasy Discussion Leader" (Joyce Garvin); and "A Delicate Balance: Ethical Dilemmas and the Discussion Process" (David A. Garvin). Many papers include references. The book contains an index. (JB)

ED 338 145 HE 024 986

Goodwin, Craufurd D.; Nacht, Michael
Missing the Boat: The Failure To Internationalize American Higher Education.
PUB DATE- 91
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *College Faculty; *Faculty Development; Higher Education; Intercultural Communication; *International Educational Exchange; International Programs; Study Abroad; *Teacher Exchange Programs
IDENTIFIERS- Bunker Hill Community College MA; Lewis and Clark College OR; University of Washington; Wheaton College MA

This book reports the results of an investigation into the internationalization of U.S. higher education through the experience of faculty, using impressions and data from extensive campus visits and interviews at 37 institutions nationwide, and data from 4 previous studies. Chapter 1 reviews historical trends in higher education internationalization. Chapter 2 describes the types of faculty who do participate in international experiences and those who tend not to participate. Chapter 3 looks at costs and benefits to participants from a personal and professional standpoint. Chapter 4 explores the campus attitudes of central administration, faculty, deans and department chairs, students, and external agents. Chapter 5 looks at the obstacles to international experiences including finding funding, institutional rules and practices, pertinent features of the national scene, and conditions overseas. Chapter 6 sets forth issues that deserve the attention of those at a policy making level. Chapter 7 provides case studies of five institutions with programs offering international experiences: Wheaton College, Norton, Massachusetts; Bunker Hill Community College, Boston, Massachusetts; Lewis and Clark College, Portland, Oregon; University of Washington, Seattle, Washington; and the Colorado School of Mines, Golden, Colorado. Chapter 8 offers an overview of the subject, conclusions, and recommendations. Included are an appendix listing the institutions visited and an index. (JB)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Students; *College Transfer Students; Community Colleges; Comparative Analysis; Enrollment; General Education; Higher Education; *Intercollegiate Cooperation; Liberal Arts; *Minority Groups; Program Development; Program Evaluation; *Student Recruitment; Two Year Colleges; *Two Year College Students

This report describes and assesses the experiences of five two-year/four-year institutional partnerships (eight community colleges with five independent liberal arts institutions) that were undertaken to encourage community college students, especially minorities and educationally disadvantaged students, to pursue baccalaureate degrees at independent liberal arts institutions. The partnership's methodology is based on an adaptation of the Vassar summer program model to their institutional settings. The report includes candid summaries of each program contributed by representatives of each participating four-year college. The summaries are followed by a synthesis that may be helpful to the indicators of similar experiments. Results from the five projects confirm an earlier Association of American Colleges report assessment that success in enrolling minorities from two- to four-year institutions requires commitment, comprehensiveness, and institutionalism. It is shown that summer residential programs create new constituencies for four-year colleges, and have many spin-off benefits: increased communication within and between the four-year and two-year college communities; creation of innovative courses; improvement of support services to minority students; and clarification of the four-year college curriculum. (GLR)

House of Representatives.
PUB DATE- Sep 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Change; *Cost Effectiveness; Federal Aid; *Federal Programs; Federal Regulation; Higher Education; Loan Repayment; *Student Loan Programs
IDENTIFIERS- *Stafford Student Loan Program

A study was conducted to determine: (1) whether federal savings could be expected by replacing Stafford student loans with direct loans under a direct loan program proposed by the National Association of State universities and Land Grant Colleges; and (2) what consequent administrative responsibilities would accrue to educational institution and the Department of Education under the proposed program. The analysis was done using a comparison of the federal costs of a 1-year cohort of loans under guaranteed and direct loan programs exclusive of transition costs and based on the proposed direct loan model. Results indicated that a direct loan program could save over 1 billion dollars. The Department of Education would acquire additional oversight roles under a direct loan program. In other ways the direct program would reduce some of the Department's administrative burden and improve accountability. Educational institutions would also engage in different activities in a direct program mostly involving loan forecasting and fund transfers. In addition, institutional paper work would be reduced and reporting requirements simplified. Schools would work with one or several servicers rather than hundreds of agencies. Deferment forms would become standardized. The findings are illustrated in 1 table and 26 figures which make up the bulk of the publication. (JB)

Areas. Final Report of the Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific (8th, Pattaya, Thailand, October 9-20, 1990).
PUB DATE- Feb 91
NOTE- 119p.; For reports of the seventh regional workshop and related national workshops, see IR 015 223, IR 015 225 and ED 332 001. Photographs and illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Audiovisual Aids; *Developing Nations; Educational Radio; Field Tests; Foreign Countries; Instructional Development; *Instructional Material Evaluation; *Material Development; Needs Assessment; Programing (Broadcast); Puppetry; Questionnaires; Reading Materials; Rural Education; Videotape Recordings; *Womens Education
IDENTIFIERS- *Asia Pacific Region

The main objective of this workshop was to provide training experience with the development of audiovisual materials for neo-literates--e.g., videotape recordings, slides with narration, radio programs, folk media, and printed materials--that would be relevant to the needs of the rural people, mainly focusing on women. Introductory materials provide a summary of the proceedings of the workshop, including the workshop objectives, the opening session, the workshop officers and orientation, the presentation and discussion of working papers, explanation of AJP materials, the process of group work, national follow-up activities, the closing ceremony, and recommendations. The first of three sections presents three group reports covering the field surveys and the preparation and field testing of materials developed by the participants. The second section contains the papers presented at the workshop: (1) "How To Develop and Utilize Literacy Materials for Women" (Varsha Das); (2) "How To Develop Video Literacy Material" (Nalinee Sitasuwan); (3) "How To Develop Materials Using Folk Media such as Puppets" (Somsak Kanha); and (4) "Analysis and Identification of Problems and Needs of the Villages--by NP Method." Reports presented in this section include "Literacy and Continuing Education for Women" (T. M. Sakya, Unesco); "AACU (Asian Cultural Centre for Unesco) Report"; and country reports from Bhutan, China, India, Indonesia, Laos, Malaysia, Nepal, Pakistan, Papua New Guinea, the Philippines, and Thailand. The third section provides national follow-up activity plans prepared by the national teams of workshop participants. General information on the workshop, the workshop agenda, a list of participants, and the addresses given at the opening session are appended. (DB) resources and technology, and the second details Connecticut's common core of learning, focusing on the language arts, social studies, mathematics, science, selection of materials, instruction, and curriculum development. The process of developing a learning resources and technology program is discussed in the third chapter with emphasis on program planning and the relationship of the program to curriculum. The fourth chapter addresses instructional issues, including organizational skills, selection and use skills, comprehension skills, cooperative planning, instructional use of computers, computer locations, and indicators of success. Instructional communications technology is addressed in the fifth chapter, including distance education, Connecticut sites, instructional television, instructional television fixed service (ITFS), electronic information service, searchable databases, and emerging technologies. Focusing on learning resources, the sixth chapter discusses material selection, building-level collections, cultural diversity, evaluation of collections, print materials, equipment, and facilities. Chapter 7 reviews program management at both the district and school levels, school-level activities and staffing, fiscal considerations, and budgeting for library books and periodicals, nonprint and electronic materials, and equipment. The eighth chapter provides copyright guidelines for educators in the context of off-air copying, software copyrights, fair use for music, public domain materials, and local responsibility. The appendices contain additional information and policy statements on copyright law, computer technology, academic freedom, controversial issues, the universal right to free expression, confidentiality of library records, reevaluation of challenged materials, statewide educational goals for students (1991-95), and certification requirements. References are cited throughout the document. (DB)

retrievability improved, by including full tables of content rather than a keyword index or Library of Congress subject headings. Real time experiments indicated that data input could be accomplished in less time than hand production and filing of cards. (Reports on data input experiments are appended to this paper.) Instructions for students to use the file are simple and basically the same as for searching keywords on the online catalog (OPAC). Once conversion has been completed, copies of CIF on floppy diskettes will be made available to other libraries in the community college district. It is noted that, although problems had been encountered in using OCR scanning for input, this process was still under consideration, and that searching capabilities would be improved if HyperCard could be programmed to handle Boolean logic. (MAB)

ED 338 243 IR 053 753

Doctor, Ronald D.; Turner, Philip M.
NREN and Information Democracy. A Presentation to the Continuing Education Program for NASA Librarians.
PUB DATE- 23 May 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Networks; *Databases; Democracy; Federal Legislation; Financial Support; Government Role; *Information Networks; Information Technology; National Programs; *Online Systems; Private Sector; Technological Literacy; Telecommunications
IDENTIFIERS- *National Research and Education Network

This paper, which was presented to National Aeronautics and Space Administration librarians as part of a telecommunications conference, describes features of the proposed National Research and Education Network (NREN). First, NREN's predecessor, the National Science Foundation network (the current NSFnet/Internet system), is discussed and the rationale behind NREN is explored. Secondly, the NREN proposal as embodied in the High Performance Computing Act of 1991 is described and some metaphors for NREN (e.g., interstate highways, railroads, telephone system) are examined. The arguments concerning the extent to which NREN should be publicly owned and operated or transferred to the private sector are then considered. Finally, the paper explores the social equity implications of information technologies like NREN and examines how the movement toward an information democracy might be enhanced. Reproductions of the slides shown during the presentation are appended. (30 references) (MAB) and detailed instructions for the subjects, and a questionnaire which includes demographic questions. (MAB)

ED 338 263 IR 053 812

Markes, Mary J.
An Analysis of the Multi-Cultural Awareness Shown in Popular American Children's Periodicals.
PUB DATE- Mar 91
NOTE- 60p.; Requirement for an M.S. degree, Mankato University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Check Lists; *Childrens Literature; *Cultural Pluralism; Data Collection; Elementary Education; Intermediate Grades; *Learning Resources Centers; Library Collections; *Library Material Selection; *Multicultural Education; *Periodicals; School Libraries; Stereotypes

Designed to provide guidance to elementary or middle school library media specialists in the selection of periodicals that will support a school's multicultural goals and objectives, this study developed a checklist and used it to analyze the treatment given to children and adults of various racial and ethnic groups in 15 of the most popular American magazines for children in the 10- to 12-year-old age range. The study had three parts: (1) the editor of each of the selected magazines was contacted and asked whether that magazine has an editorial policy or mission statement governing the treatment of minority-group members in the articles, illustrations, or advertisements published; (2) an evaluation tool was designed; and (3) the checklist was used to analyze three randomly selected issues published in 1990 of each of the magazines. It was found that most of these children's magazines exhibit multicultural awareness in their illustrations and advertising, although articles featuring minority group children or adults are not yet representative of the population; there is still a tendency toward tokenism, especially in illustrations; stereotypes are rare, but more apt to appear in pictures of American Indians or in representations of black males as athletes or entertainers; the percentage of representation of a particular race or ethnic group approximates the 1988 Census Bureau estimates. Analyses of the data for each of the magazines provide detailed information on that magazine's status for each of the variables. Appendices contain a list of the magazines used in the study, a list of other magazines cited, the magazine list by circulation, sample letters to the magazine editor and circulation manager, the Children's Periodical Checklist, and a copy of Minnesota State Board of Education rules pertaining to multi-cultural and gender-fair curriculum. (39 references) (MAB) revise each of the original 1984 recommendations. Following an introduction, chapter 1 of this three-part report provides the opening address of the conference, "Student Development 2000 or Traverse City Revisited" by John E. Roueche. Chapter 2 examines six of the seven 1984 recommendations, including the following articles: (1) "Contributing to Quality Reaffirmation and Program Accountability," by Stephen J. Maier; (2) "Strengthening Partnerships with Community Constituencies," by Donald J. Slowinski; (3) "Strengthening Partnerships with Internal (Campus) Constituencies," by Donald J. Slowinski; (4) "Creatively Managing Resources: Doing More With Less?" by Joanna K. Michelich; (5) "Enrollment Management and Student Persistence," by Jo N. Beene; and (6) "Integrating Student Development into the Educational Experience," by Linda Dayton. Finally, Chapter 3 presents a summary of recommendations made by the work groups reviewing the 1984 statements. Appendix A provides a reprint of the 1984 Traverse City Statement, and appendix B presents results of the fall 1989 national survey of two-year college student services officers about their use of and commitment to the objectives identified in the statement. (PAA)

(150)
DESCRIPTORS- *College Transfer Students; *Community Colleges; Comparative Analysis; Definitions; Ethnic Groups; Higher Education; Minority Groups; National Surveys; Two Year Colleges
IDENTIFIERS- *Center for the Study of Community Colleges CA

In 1989, the Center for the Study of Community Colleges began a project to define and promote student transfer from community colleges to four-year colleges and universities. The project had four purposes: establish a definition of transfer; gather and analyze transfer data from a broad sample of colleges; assist the colleges in establishing continuing procedures for assessing transfer rates; and disseminate information so that all colleges could begin using consistent definitions and collecting uniform data on transfer. The first year of the project was dedicated primarily to establishing a definition and a set of procedures so that the data on transfer could be collected uniformly and so that the colleges would be encouraged to participate. During the second year of the project the definition of transfer rate was stabilized in its most valid, readily understood form. To collect data for the study, the presidents of the 240 colleges in the nation whose student population included at least 20% ethnic minorities were invited to participate in the study. In the first year of the study, 47 colleges participated; and 114 supplied data for the second year of the project. Participating colleges were asked to indicate the number of students entering in the fall of a given year with no prior college experience, the number of those entrants who obtained at least 12 college credit units within 4 years, and the number of the 12-unit attainers who had matriculated at a university within 4 years of leaving the community college. Data were further subdivided by ethnic categories. The data provided indicated that approximately one-half of the entrants with no prior college experience completed at least 12 semester units at the college, and of those, approximately one-fourth transferred. The data also revealed a difference in transfer rates between ethnic minorities. (JMC)

Promotion; Teacher Retirement; *Teacher Salaries; Two Year
Colleges; Unions
IDENTIFIERS- West Valley Mission Community College District CA

The collective bargaining agreement between the West Valley-Mission Community College District (including West Valley College and Mission College) and the West Valley-Mission Community College District Association of Certified Educators is presented. This contract, covering the period from July 1, 1988 through June 30, 1991, deals with the following topics: bargaining agent recognition; severability and savings clause; waiver of negotiations; nondiscrimination; effect of agreement; past practices; district and association rights; no strike clause; parking; personnel files; safety; compensation; fringe benefits; tax sheltered annuities; academic calendar and holidays; faculty work load; scheduling of assignments; performance goals; operating units; faculty coordinators; operating unit planning system; transfers; joint and concurrent assignments; performance appraisal; retention and dismissal; reduction in force; provisions regarding leaves; sick leave; pregnancy and disability leave; industrial accident and illness leave; bereavement leave; personal necessity leave; legal and civic duties; conferences; earned leave; sabbatical leave; rejuvenation and retraining leave; unpaid leaves; certified professional growth and development; phase-in retirement; golden handshake retirement incentive; faculty emeritus program; grievance procedures; representation/service fee; conditions for part-time faculty; and duration of contract. Appendixes provide salary schedules; salary guidelines; the 1988-89 calendar; a sick leave calculation table; letters of understanding; job descriptions; and grievance forms. (PAA)

United States Senate, One Hundred Second Congress, First Session Examining Services Available to Children and Youth from Impoverished Families, Focusing on Ways To Ensure That They Graduate from High School, Prepare Them for the Workforce, and/or Help Them Get Into School.
PUB DATE- 15 Jan 91
NOTE- 248p.; Portions of document contain small/marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Health; *Children; Dropout Prevention; Early Parenthood; Economically Disadvantaged; *Family Problems; *Federal Government; Federal Legislation; Federal Programs; Government Role; Hearings; Hispanic Americans; Policy Formation; Poverty Programs; *Public Policy; *Social Problems; *Youth; Youth Problems; Youth Programs
IDENTIFIERS- Congress 102nd

Congressional hearings on American children and youth living in crisis were conducted in an effort to determine how the needs of these young people can assume their proper place in national priorities. A three-pronged strategy was suggested by chairman Edward Kennedy: (1) more investment in cost-effective programs that work (for example, Head Start); (2) investments in families that will build on their strengths; and (3) support for young children who need to break the poverty cycle. The report of the hearings includes testimony and prepared statements from numerous witnesses, including those representing the states of Utah, Connecticut, Florida, South Carolina, and the District of Columbia; the Committee for Economic Development, Minnesota; Project UpLift; YouthBuild; the National Education Association; the YMCA; the Council of Chief State School Officers; South Carolina ETV; All Our Children; Public Affairs Television; the Commission on Work, Family and Citizenship; the National Council of La Raza; the American Academy of Pediatrics; the American Public Welfare Association; the American Medical Association; the Child Welfare League of America; the National League of Cities; and the Association of Junior Leagues International. (LB) the 1992-93 school year. In particular, the publication considers the framework for the implementation of the nongraded program in a central Kentucky cluster of school districts. An overview of the history of public education provides a rationale for nongraded primary education. In the development of the nongraded primary education program, the unique characteristics of primary students, teachers' beliefs about how children learn, and the desired learning outcomes for students were considered. The program addressed the topics of: (1) developmentally appropriate practices, including integrated curriculum and instruction; (2) multi-age classrooms; (3) continuous progress; (4) authenticity of assessment; (5) qualitative reporting methods; (6) teamwork among teachers; (7) parent and community involvement; (8) use of school facilities; and (9) periodic evaluation of outcomes. The 3- to 5-year implementation of the program in individual school districts will involve the phases of orientation, planning, training, and adjustment. A planning format for implementing the program is included. A glossary of relevant terms and a bibliography of 19 items are also provided. (BC)

whether it was labeled or unlabeled. Five references and six charts are appended. (SAK)

ED 338 378 PS 019 948

Preparing Kids for Self-Care. Strong Families: Competent Kids. Family Workshop Leader's Guide.
PUB DATE- Feb 90
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Elementary School Students; *Family Counseling; *Family Involvement; Family School Relationship; Grade 4; Intermediate Grades; *Latchkey Children; Loneliness; Parent Child Relationship; Parent Role; Peer Influence; Publicity; *Safety Education; Self Esteem; Sibling Relationship; Workshops
IDENTIFIERS- Rule Learning; *Self Care

A program called Strong Families: Competent Kids was developed in response to the growing number of latchkey kids. The goals of the program are to help parents determine when their children are ready for self-care and to provide children with skills to manage self-care safely and confidently. It does not advocate that children should be left in self-care, but it does provide guidance for advance preparation that enables children to be safe, act responsibly, and feel good about themselves. The program has two components: in-school classes for children and a family workshop. This guide was designed for leaders of the family workshops. Background information about the program and a workshop agenda are provided. The remaining sections of the guide include: (1) a checklist parents can use to determine their children's readiness for self-care; (2) a list of ways parents can build their children's self-esteem; (3) a guide for making and enforcing house rules and holding family meetings; (4) strategies for reducing the level of conflict between siblings; (5) strategies for preparing children to handle peer pressure; (6) information about publicity and advertising of workshops; and (7) activities for children that can be used at the workshop. Worksheets, cartoons, and other illustrations that can be copied and used in the workshop appear throughout the guide. (GLR) campuses is followed by a discussion of the status of such services in the USC system. A comprehensive plan for using the USC Children's Center is presented. The plan outlines the mission, facilities, and funding of the proposed center, and the center's relationships with other campus services. A key component of the plan is the placement of the center's proposed organizational structure within the central administration of the university, where it would be seen as a university-wide responsibility rather than a responsibility of the College of Education alone. A time line, budgets, and a letter from a delegation of parents to the provost of USC are appended. Contains 23 references. (LB)

ED 338 399 PS 019 988

The Media and Children's Issues. Final Report on the Children's Express Symposium III (New York, New York, June 11-12, 1990).
PUB DATE- Jun 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Alcohol Abuse; Child Abuse; *Child Advocacy; *Childhood Needs; *Childrens Rights; Community Role; Drug Abuse; Early Parenthood; *Educational Improvement; Educational Needs; Elementary Secondary Education; Equal Education; Family Role; Homosexuality; *Mass Media Role; Newspapers; News Reporting; School Business Relationship; Social Influences; *Youth Problems

This document is a report of the Children's Express Symposium III, a forum for journalists on children's issues. Included in the report are the comments of news media executives, journalists, broadcasters, experts on children's issues, directors of children's programs, and young people affected by the policies and practices discussed. Opening remarks by Omri Elisha, Beverly Kees, and Jonathan Kozol are followed by a section focusing on newspapers. After a discussion of the Kentucky Post's Year of the Child, two newspaper editors address the process of voicing children's concerns in the newspaper. The second section, Children in Crisis, covers the following topics: teen pregnancy; street kids and AIDS; fetal alcohol and drug syndrome; educational inequities; gay teens; institutional child abuse; and child mortality in the United States. The third section offers a dialogue about solutions. Discussed are the qualities of a good program; the process of rethinking program goals; new approaches to education; parent and community involvement in educational programs; program funding; and the role of business. Concluding the document are lists of participants, information on the Children's Express news service, and other related materials. (SH)

Results of the cross-cultural comparisons indicated that Japanese children engaged in more social exchanges than did children in a U.S. study, and that Japanese children showed attention spans as long as those measured in a study of British children 2 years older than the Japanese children. A reference list of 19 items is included. (BC)

ED 338 420　　　　PS 020 021

Pollman, Mary Jo; Roberts, Leonard
Bringing Forth the Joy of Literacy: What Australia Has Shared with Us.
PUB DATE- 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Developmental Tasks; Early Childhood Education; *Language Acquisition; *Literacy; Models; Reading Instruction; Teacher Expectations of Students; Writing Instruction
IDENTIFIERS- Australia

Several conditions, identified by Cambourne (1988) as contributing to children becoming successful language users, have been simulated in Australian schools in order for children to feel self-assured in mastering writing and reading just as these conditions have promoted the developmental process of talking in the home. The conditions are: immersion, demonstration, expectations, responsibility, approximation, use (practice), and response. This paper shows how language at home is learned according to the Cambourne model and examines how Australian schools have implemented the model in teaching reading and writing. It further demonstrates how conventional American schools have failed to follow this literacy model. Implications for literacy training are discussed. Contains 12 references. (LB)

Hearings were held concerning community-based mental health services for children. In an opening statement, Chairwoman Schroeder discussed issues of children's mental health and suggested that the committee study: (1) the effectiveness of community-based care in a model service system in California; (2) the importance of having service systems in place prior to a crisis; (3) creative funding strategies; and (4) the impact of inappropriate services on families. A fact sheet discusses the prevalence of childhood mental health problems; youth homelessness; lack of mental health care for children; inappropriate institutionalization; inadequate research in childhood mental health; inadequate insurance; and limited federal support. Statements from other committee members were included in the record. Seven other individuals presented statements. These statements included descriptions of the attempts of the State of Virginia to restructure its services and funding to better meet the needs of troubled youths and families; a demonstration community-based services project at Fort Bragg, North Carolina; and the California model system of care, a system expanded from the earlier Ventura model. (BC)

ED 338 442 PS 020 064

Bouie-Scott, Barbara, Ed.
A Survey of Family Resource Programs.
PUB DATE- Oct 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Child Development; Crisis Intervention; Early Intervention; Early Parenthood; *Family Programs; Information Services; *Parent Education; Parenting Skills; Referral; *Resource Centers; Sexual Abuse
IDENTIFIERS- Family Resource Coalition; *Illinois; *Parent Empowerment

Family resource programs seek to foster the development of emotionally stable children and parents. Two underlying assumptions of family resource programs are that programs should focus on family strengths, not weaknesses; and that programs should empower families, not create dependence on professionals. Education of the public about the need and appropriateness of using family resource programs is essential to providing services. The services provided are diverse. This booklet describes specific family resource programs in Illinois and throughout the country. The Family Resource Coalition, based in Chicago, is an organization representing community-based primary prevention programs for families across the country. Other Illinois programs described include Family Focus; National Lekotek Center; Riverside Family Resource Center; Illinois NEXT STEPS; Ounce of Prevention Fund; Parents Too Soon; Heart to Heart; The Developmental Program; Primary Prevention Programs; Center for Successful Child Development; Head Start; Toward Teen Health; and Kids PEPP. A list of 45 other Illinois programs is included. The activities of 16 programs from 12 other states are also described. (BC)

NOTE- 72p.; For the 1989-90 report, see ED 326 351.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; *Mathematics Achievement; *Migrant Education; Pretests Posttests; Program Evaluation; *Reading Achievement; Scores; *Student Improvement
IDENTIFIERS- California Achievement Tests; Education Consolidation Improvement Act Chapter 1; Normal Curve Equivalent Scores; *Saginaw City School System MI

Through the Section 41, State Bilingual Education program and the E.C.I.A. Chapter 1, Migrant Education program, Saginaw public schools provide supplemental instruction and specialized services in 24 elementary and 6 secondary schools. In 1990-91, the bilingual program served 773 students, mostly Hispanic and some Laotian, while the migrant program served 749 children of migrant workers. Because these student populations overlap, the two programs operate as one. Product evaluation of the programs focused on student test performance. Students in grades 1-12 were pre- and post-test with the California Achievement Tests on a spring to spring basis. The local performance standard for the program was that post-test mean normal-curve-equivalent scores for each grade would improve over pre-test scores. For the bilingual program, the performance standard was attained by 58-75% of grade levels in basic and advanced reading and mathematics skills. For the migrant program, the performance standard was attained by 50% of grade levels in basic and advanced reading skills, 33% in basic mathematics skills, and 58% in advanced mathematics skills. The performance standard was attained in all areas by grades 3, 5, 8, and 12 in the bilingual program, and by grade 3 in the migrant program. Recommendations are made for improving the programs. Appendices contain identification and eligibility procedures for program participants, enrollment and test scores by grade and school, and a paper by H. M. Levin on accelerated schools as a strategy for at-risk students. (SV)

themes. Each unit stresses the use of thinking processes, such as creativity and problem solving. Emphasis is placed upon student self-direction. The book presents a curriculum used and evaluated with students in grades four through six. This curriculum could also be adapted for use with secondary students, as the thinking processes are the same. Chapter 1, entitled "Thinking and Feeling," includes activities on the topics of Bloom's Taxonomy, critical thinking, creativity, visualization, creative problem solving, and goal setting. Chapter 2, "Healthy Body-Healthy Mind," involves activities on nutrition and stress. Chapter 3, "Scientists Explore Unexplained Phenomena," includes activities on scientific procedure, becoming a scientist, applying scientific procedure to unexplained phenomena, and experimental design. Chapter 4, "The World of Beauty," explores and defines beauty. Chapter 5, "The Fine Arts," investigates art, drama, music, and dance. Chapter 6, "Understanding World Problems," uses creative problem solving to help students understand global problems. Chapter 7, "A World for Tomorrow," allows students to explore and forecast the future. Chapter 8, "Independent Learning," helps students prepare for and facilitate independent learning through student projects. Additional resources are listed for each chapter. (KR)

ED 338 480 SE 052 131

Final Report and Recommendations to Secretary Cobey from The Environmental Education Team.
PUB DATE- Mar 90
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Estimates; Elementary Secondary Education; Energy Education; *Environmental Education; Environmental Influences; Forestry; Government Role; *Natural Resources; *Program Development; Science and Society; Teacher Certification
IDENTIFIERS- *North Carolina

This report discusses the effectiveness of current educational efforts in the state of North Carolina, identifies opportunities for new or expanded activity, and recommends a plan of action. The first section discusses the definition of environmental education and reasons why environmental education is needed. The second section discusses three general types of educational programs that: (1) deal with teacher accreditation through such activities as Project Wild and Project Learning Tree; (2) provide assistance to other organizations such as Stream Watch; and (3) present education/information directly to the public. The last section presents recommendations for the four target groups: (1) students in education systems, principally at the elementary and secondary level; (2) governmental officials; (3) members of the business community whose activities are regulated by the Department of Environment, Health and Natural Resources (DEHNR); and (4) the general public. For each recommendation general comments, a schedule for implementation, the key actors, and cost estimates are included. Three charts are attached. (KR)

Instructional Effectiveness; *Instructional Leadership; *Labor Force Development; Labor Needs; Mathematics Curriculum; *Mathematics Education; Postsecondary Education; *School Business Relationship; *Work Environment

More than 175 representatives from business, industry, government, and educational institutions gathered to discuss shared concerns about quantitative and problem-solving skills of the work force, linking mathematics education to the health and competitiveness of U.S. business and industry. The primary goals of the conference were to bring the perspectives of business and industry to those concerned with reform in mathematics education, and to seek shared viewpoints that can serve as a collective focus for future collaborative actions. This report includes: (1) an introduction; (2) a brief sketch of the changing U.S. workplace; (3) a concise description of the changing American work force; (4) an essay on the present state of affairs as well as prospects for change within mathematics education; (5) a listing of some of the reported successful collaborative efforts in which business and industry have already supplied schools with talent, enthusiasm, expertise, equipment, and support; (6) an enumeration of ideas for increased corporate advocacy of mathematical reform efforts beyond direct intervention with the professional development of teachers and administrators; (7) a list of working papers that are available upon request from the Mathematical Sciences Education Board; and (8) a list of participants from this Wellspring Symposium. (JJK)

ED 338 499 SE 052 355

King, Irvin L.; Emesiochl, Masa-Aki
The Status of Mathematics Achievement in Two Elementary Schools in Palau: 1984-1990. A Report to the Ministry of Education.
PUB DATE- Jan 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Control Groups; Elementary Education; *Elementary School Mathematics; *Experimental Groups; Foreign Countries; *Mathematics Achievement; Mathematics Education; *Mathematics Tests; *Pretests Posttests
IDENTIFIERS- *Palau

When the Trust Territory of the Pacific Islands gradually dissolved in the 1980s, the Republic of Palau assumed a greater responsibility for its own education system. In order to monitor the mathematical achievement of elementary school students during the transition from external to local control of educational procedures, basic skills mathematics tests were administered to students in two elementary schools in Palau. This official report to the Ministry of Education in Palau, which was prepared by a University of Hawaii researcher, describes the various testing activities undertaken from 1984 to 1990, summarizes the results of those testing activities, and makes recommendations for continuation of this study. (Author) the methods of each of the four teachers and the role conflict played in their classrooms are presented. How each teacher handled the issue of human rights is focused upon specifically. It was concluded that each teacher differed considerably as to the extent to which they allowed conflict to play a role in their teaching and in their classroom. A 65-item list of references is included. (DB)

ED 338 519   SO 021 479

Ochoa, Anna
Informed and Reasoning Citizens: An Interdisciplinary Matter.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Annual Conference of the American Educational Research Association (73rd, Washington, DC, April 3-6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship; *Citizenship Education; Critical Thinking; *Curriculum Development; Educational Change; Educational Objectives; Elementary Secondary Education; *Interdisciplinary Approach; Public Affairs Education; Social Problems; Social Studies; Teacher Education; Teaching Methods

Citizenship is defined as an informed and critical orientation that individuals bring to the examination of public affairs, an orientation that may or may not be supportive of established authority or prevailing views. It is argued that only through an interdisciplinary approach to the social studies curriculum can students properly be helped to understand social problems in all their complexities. Such an approach requires not only being open to the insight that various disciplines may offer in a given situation, but also viewing the content of the subject matter taught as inexorauly linked with the process by which it is taught. Challenges to reforming the social studies curriculum are identified as community-parent and special interest groups, teacher preparation, student expectations, and student learning gains. A list of questions is provided that is designed to help those interested in curriculum reform to assess the environment in which reform is to occur. Such questions include: Are teachers prepared to initiate and implement such a curriculum? Who are the resisters? Who are the support groups? and Do principals and teachers share decision making responsibilities? (DB)

*Elementary School Students; Ethnic Groups; *Learning Activities; *Multicultural Education; Non Western Civilization; *Social Studies; Student Educational Objectives
IDENTIFIERS- *Middle East; *Peace Education

These activities for teaching elementary school students about the Arab people are designed to reflect the principles of peace education: respect for one's self, others, and for the planet. The activities are hands-on in nature and designed with the "whole child" in mind. The activities integrate movement, fine muscle and large muscle activities, and language. Among the included activities are: what do Arabs name their children; foods from Arab lands; recycled soap; shadow puppets; and fun with Arabic geometric designs. (DB)

ED 338 542 SO 021 710

World Development Report 1991: The Challenge of Development.
PUB DATE- 91
NOTE- 304p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Capitalism; Demography; Developed Nations; *Developing Nations; Developmental Programs; *Economic Development; *Economic Factors; *Economic Progress; Foreign Countries; Free Enterprise System; Futures (of Society); *Global Approach; Government Role; Human Capital; International Trade; *Modernization; Public Policy; Tables (Data)

This report attempts to show how government and markets can interact most effectively to promote rapid economic development and benefit all people. The world economy is reviewed and an assessment is made of the impact of external factors on development. Alternative scenarios, optimistic and pessimistic, for the 1990s are considered. Four strategies for successful development are identified as crucial: (1) Investment in people is both a worthwhile goal in itself and an essential means of development. (2) Competition is essential to encourage innovation, entrepreneurship, and the growth of enterprises. (3) Openness to trade and integration into the global economy are necessary to spur growth, foster technology, and encourage capital flow. (4) Building a macroeconomic foundation that is both flexible and sustainable is necessary to support long-term economic growth. An overall argument is made that, in order for countries to develop, governments must complement markets. They should create institutions that enable the private sector to flourish in producing and marketing goods and services. Governments also should step in efficiently when markets prove inadequate or fail altogether. The report elaborates on these strategies in a detailed discussion of 15 specific actions that have worked in the past and can be adapted to solve the problems of the 1990s. It is concluded that, despite the challenges that remain, the opportunities for development are greater today than at any time in history. The World Development Indicators annex is appended, as are 33 statistical tables that provide comprehensive and up-to-date data on social and economic development for 124 countries. (Author/DB)

ED 338 543 SO 021 743

Platten, Marvin
Teaching Concepts and Skills of Thinking Simultaneously.
PUB DATE- 91
NOTE- 19p.; Paper presented at the Annual Conference of the National Art Education Association (Atlanta, GA, March 20-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; Art Education; Art History; Concept Formation; *Concept Teaching; Elementary Secondary Education; Learning Activities; Science Education; Teaching Methods; *Thinking Skills; Visual Aids; *Visual Arts

One of the most important tasks that teachers undertake is to teach concepts. Without a good understanding of concepts, students have difficulty even understanding the basics. Several approaches to teaching thinking have been analyzed and research concludes that it is more effective to teach thinking in the context of a subject rather than as a separate specially designed course. Three models that affect learning and teach students how to think in a subject are outlined. These models are the Concept Attainment, Inquiry Training, and the Advanced Organizer Models of Teaching. Sample lesson are given using the Concept Attainment and Inquiry Training models to help readers understand how models can be employed in the visual arts. Concept maps have been shown to be highly effective teaching tools, therefore, this technique is emphasized in the discussion of the Advanced Organizer model. Two examples of concept maps involving two different topics in the visual arts also are presented. (KM)

ED 338 544 SO 021 744

Guidelines for Program Development--Art. Second Edition.
PUB DATE- Nov 90
NOTE- 177p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Appreciation; *Art Education; *Educational Philosophy; Elementary Secondary Education; Fine Arts; Handicrafts; Problem Solving; State Curriculum Guides; Student Centered Curriculum; *Visual Arts
IDENTIFIERS- *Kansas

Four goals for quality art education are identified in this Kansas State curriculum guide: (1) develop knowledge and appreciation of art and culture; (2) develop perceptual skills for basic learning, as well as for aesthetic evaluation and artistic decision-making; (3) develop an understanding of the artistic process and skills vital to visual expression; and (4) develop thinking skills that are utilized in visual art experiences and extend to daily life. The bulk of the document contains sample units and lesson plans, and concepts and objectives for grades K-12. A section on special education offers a position statement and tips for working with gifted and handicapped children. An appendix with sections on art terms, a bibliography, and evaluation tools is included. (KM)

ED 338 565 SP 033 310

Hill, Flo H.; And Others
Assessing the Relationship between Reflective Practice, Content Knowledge, and Teaching Effectiveness of Student Teachers.
PUB DATE- Apr 91
NOTE- 93p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 3; Higher Education; *Knowledge Level; Learning Processes; Lesson Observation Criteria; *Preservice Teacher Education; Primary Education; Student Teacher Attitudes; *Student Teacher Evaluation; *Student Teaching; *Teacher Effectiveness; *Teaching Skills; Units of Study
IDENTIFIERS- *Knowledge Base for Teaching; Louisiana State University

This study was conducted in order to determine the kinds of knowledge third grade teachers need to teach an effective unit and to determine the relationship between content knowledge and classroom performance. The research focused on the subject matter areas in which three student teachers believed they were most and least confident. Data for this study consisted of written comprehensive unit plans, classroom observations, and transcribed interviews collected over a 4-month period during the student teaching experience. The study compared one student teacher knowledgeable in science and social studies, who could use education coursework to tie together content knowledge and pedagogy, and two student teachers with little knowledge of the topics and concepts they were to teach in physical education, art, and social studies. The results of the study suggest that an informed knowledge of student teachers' abilities in planning and teaching can result in preservice training wherein students are helped to: (1) integrate content knowledge and content specific pedagogical skills; (2) identify critical concepts and principles within the content; (3) see the relationships among the elements; and (4) apply this learning in a school setting. Fifty pages of tables, a list of 28 references, and appendixes containing the "System for Teaching and Learning Assessment and Review" and interview questions are included. (LL)

ED 338 566 SP 033 312

Love, Gayle
Professional Development for Teachers: Current Trends and Future Suggestions.
PUB DATE- 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Role; College School Cooperation; Educational Objectives; *Educational Principles; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Literature Reviews; *Program Effectiveness; *Teacher Attitudes

Creating an effective and efficient program for continuing education and staff development among elementary and secondary teachers has become an important issue. Unfortunately, problems inherent to the current system have sabotaged the best of these

ED 338 585 SP 033 378

De Candido, Linda S.
The Use of Quality Circle Techniques To Improve Problem Solving in Elementary School.
PUB DATE- May 86
NOTE- 100p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Communication Skills; Elementary Education; *Employer Employee Relationship; *Faculty Development; Group Discussion; Leadership Styles; Management Teams; Organizational Development; *Participative Decision Making; *Problem Solving; *Quality Circles
IDENTIFIERS- Facilitators; Florida

A sequentially planned program using quality circle techniques was adapted for the educational environment and Implemented in an elementary school in central Florida. The program consisted of 10 sessions designed to acquaint team leaders and administrators with the quality circle techniques and, under the direction of a trained facilitator, to develop and practice problem solving, decision making, and communications skills. The sessions included activities using brainstorming, consensus, cause and effect diagrams, group functions, data collection techniques, and management presentations. The pre/post attitudinal survey showed a positive gain for all participants. Cognitive quizzes during the sessions produced an average retention of 96.6 percent. These results were further strengthened by the group's demonstrated ability to use the techniques in solving actual problems. The group requested that the administration continue this problem solving approach thereby validating the survey results. Results suggest that the quality circles approach, which has been successful in business and industrial settings, can be modified for the educational environment and used effectively for problem solving. Participant quizzes are appended. (Author/LL)

ED 338 586 SP 033 380

Roe, Mary F.
Interactive Decision Making: A Reconceptualization.
PUB DATE- 91
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Decision Making; Educational Environment; Junior High Schools; Middle Schools; Qualitative Research; *Student Behavior; *Teacher Response; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Reflective Teaching

This research probes the content and consequences of the decisions that teachers make while conducting a lesson. Subjects included 2 middle school teachers (grades 7 and 8) and 35 of their students. This research employed participant observation, informant interviewing, and shared viewing of a videotaped lesson to explore interactive decision making. Analysis of the data collected resulted in a reconceptualization of interactive decision making as classroom reflection-in-action. The findings created categories of

ED 338 605 SP 033 416

Study of ABE/ESL Instructor Training Approaches: State Profiles Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 91
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; Certification; English (Second Language); *Financial Support; Inservice Teacher Education; Language Teachers; Profiles; *Staff Development; State Federal Aid; *State Standards; State Surveys; *Training Methods; *Volunteer Training

This report presents profiles of major training activities for teachers of adult basic English (ABE) and adult English as a Second Language (ESL) in the 50 states and the District of Columbia. Included in the profiles are statewide and regional training activities funded through Section 353 of the Adult Education Act and other federal, state, and local sources. Each state profile contains the following data elements: (1) state name; (2) number of ABE and ESL participants based on fiscal year (FY) 1989 data; (3) federal, state, and local expenditures for adult education (FY 1989 data); (4) number of adult education teachers and volunteer instructors (FY 1988 data on teachers and FY 1989 data on volunteers); (5) state credentials required for adult education teachers--including state certification requirements and, when available, a description of hiring standards; (6) a list of training activities for ABE and ESL teachers and volunteer instructors and their funding levels from federal, state, and local sources (FY 1990 data in most states); and (7) descriptions of these training activities, including, when available, the number of people trained and the content of the training. (AMH)

ED 338 606 SP 033 418

Cortines, Ramon C.
A Practitioner's Perspective on the Interrelationship of the Health and Education of Children.
PUB DATE- Jan 91
NOTE- 12p.; Paper presented at a meeting of the National Health/Education Consortium (Washington, DC, May 29, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Child Health; *Educational Objectives; Elementary Secondary Education; *Health Education; *Health Promotion; *Prevention
IDENTIFIERS- *Comprehensive School Health Education; National Policy

Education can be regarded as an intervention, a treatment, and a potential positive influence on the health of an accessible group of children and youth ages 3-18. Education can have a positive effect upon health by modifying prominent behaviors established during youth that result in preventable morbidity and mortality during both youth and adulthood. These behaviors include: failure to use seat belts; drinking or drug use that results in accidents, homicide, or suicide; unprotected sexual intercourse that results in unwanted pregnancy or sexually

ED 338 625 TM 011 865

California Assessment Program: 1986-87 Results.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; *Elementary Secondary Education; Grade 3; Grade 6; Grade 8; Grade 12; History; Mathematics Tests; Public Schools; Reading Tests; Science Tests; *Scores; Spelling; *State Programs; *Testing Programs; Writing Evaluation
IDENTIFIERS- *California Assessment Program; San Diego Unified School District CA

This bulletin is intended to provide a brief summary of the California Assessment Program (CAP) testing results for the 1986-87 school year. General comments regarding testing in San Diego (California), commonly asked questions, and school- and district-level results are provided. Tabulated results cover mean scale scores for grades 3, 6, and 8 and percent correct scores for grade 12 in the following subject areas: (1) reading; (2) written language; (3) mathematics; (4) history; (5) spelling; and (6) science. Questions answered in the text portion of the bulletin cover the reasons for the CAP, differences distinguishing the CAP from the District-Wide Testing Program, use of CAP results by San Diego City Schools, and information about results received by schools and individual students. Fifteen graphs and four data tables are provided. (TJH)

ED 338 626 TM 012 362

School Effectiveness in the Dominican Republic.
PUB DATE- 1 Apr 88
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Case Studies; Comparative Analysis; *Educational Improvement; Elementary Education; *Elementary Schools; Foreign Countries; Mathematics Tests; Predictor Variables; *Program Evaluation; Public Schools; Reading Tests; *School Effectiveness; Spanish; Writing Evaluation
IDENTIFIERS- *Dominican Republic

Characteristics distinguishing more effective from less effective public primary (grades 1 to 8) schools in Santo Domingo were studied, using a comparative case study design. The effectiveness of the school was determined by expert nomination and achievement tests in reading, mathematics, and writing. Socioeconomic status was controlled and three pairs of schools were formed, each containing a more effective and a less effective school. Two investigators studied each pair of schools for 16 weeks to determine the validity for these schools of each of 23 variables identified from previous research and to look for additional distinguishing variables. Ten additional variables were developed in pilot studies and used. Out of the potential 33, 26 were found to differentiate between good and poor schools. These were grouped into: (1) general school provisions; (2) direct provisions for motivating students; and (3) ensuring effective instruction. Most variables relating to effectiveness were subject to

ED 338 643 TM 016 924

Monsaas, Judith A.; Engelhard, George, Jr.
Attitudes toward Testing Practices as Cheating and Teachers' Testing Practices.
SPONS. AGENCY- West Georgia Coll., Carrollton.
PUB DATE- Jul 91
NOTE- 18p.; An earlier version of this paper was presented at the Annual Meetings of the Georgia Educational Research Association (October 1990) and the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Cheating; Educational Practices; *Elementary School Teachers; Elementary Secondary Education; Predictor Variables; Scores; *Secondary School Teachers; Socioeconomic Status; *Standardized Tests; Stress Variables; *Teacher Attitudes; Test Construction; Testing Problems; *Test Use

The purpose of this research was to investigate whether teachers' attitudes toward specific test preparation, whether they saw administration practices such as cheating, and the amount of pressure they felt to increase standardized test scores predicted teachers' test preparation and administration practices. Using the theory of personal action of M. Fishbein and I. Ajzen (1975), it was predicted that teachers' testing behavior would be a function of their attitudes and subjective norms, defined in this study as perceived pressure. A total of 186 classroom teachers (15% males and 85% females) from the northwest and western part of Georgia took the Testing Practices Instrument, an instrument developed to measure the three variables under study. Attitudes were negatively correlated with behavior. Teachers who felt that the testing practices were cheating were less likely to report engaging in them, and pressure was positively correlated with behavior. Other findings demonstrate negative correlations between grade level taught and teacher testing practices, and between student socioeconomic status and teacher testing practices. Implications for testing are discussed. One table presents study data. A 22-item list of references is included. (Author/SLD)

ED 338 644 TM 017 131

National Tests: What Other Countries Expect Their Students To Know.
SPONS. AGENCY- John M. Olin Foundation, Inc., Alton, Ill.
PUB DATE- 91
NOTE- 117p.; Funding for this report also received from the Philip F. Schoch Trust.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; Achievement Tests; Curriculum Development; Educational Policy; Elementary Secondary Education; *Foreign Countries; *Humanities; Knowledge Level; *National Competency Tests; National Programs; *Standardized Tests; *Testing Programs; Test Items
IDENTIFIERS- European Community; France; Japan; Performance Based Evaluation; United Kingdom; United States; West Germany

Several leaders in education have concluded that the United

ED 338 663 TM 017 446

Spano, Sedra G.
AISD on AISD: Reflections on the State of the District--1990-91 Districtwide Surveys.
PUB DATE- Aug 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Administrator Attitudes; Attitude Measures; *Educational Quality; Elementary Secondary Education; High School Students; *Parent Attitudes; Parent Participation; Program Evaluation; Safety; School Districts; *School Effectiveness; School Personnel; School Surveys; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Austin Independent School District TX

In 1990-91, over 75,000 surveys were administered to Austin Independent School District (AISD), Texas, high school students. elementary school and secondary school teachers and administrators, other school professionals, and parents of students. These surveys gave respondents a chance to express their views on the AISD, and provide insight into the effectiveness of program and improvement activities in the AISD. The survey results are discussed in terms of the following topics: (1) school quality and effectiveness; (2) school safety; (3) district strengths and weaknesses; and (4) parent involvement. Overall, all responding groups were positive in their perceptions of the quality and effectiveness of AISD schools. All respondents agreed that school staff members believe in students' ability to achieve academically. All groups agreed that the schools are safe and secure places to learn. Students reported that they are satisfied with the involvement of their parents in their education; however, teachers at all levels believe that parents' lack of interest is one of the district's biggest problems. Students considered student lack of interest and truancy the biggest problem the district faces; most teachers and administrators are pleased with dropout prevention efforts. Teachers are generally satisfied with the instructional leadership of principals, inservice training and staff development, and the fairness of job appraisals. Twenty-four figures illustrate the survey findings. Five appendices with nine tables contain more specific survey results. (SLD)

ED 338 664 TM 017 453

Wilkinson, David; Spano, Sedra G.
GENESYS 1990-91: Selected Program Evaluations. Publication Number 90.39.
PUB DATE- Jul 91
NOTE- 171p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academically Gifted; Bilingual Education; *Databases; Data Collection; Elementary Secondary Education; English (Second Language); Honors Curriculum; Magnet Schools; *Management Information Systems; *Program Evaluation; *School Districts; School Statistics; Special Education; Statistical Data; *Student Characteristics; Supplementary Education; Tables (Data)

ED 338 681 TM 017 499

Bock, R. Darrell; Mislevy, Robert
Comprehensive Educational Assessment for the States: The Duplex Design. CSE Report No. 262.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Educational Assessment; Educational Attainment; Educational Objectives; Elementary Secondary Education; Equations (Mathematics); Grade 8; Management Information Systems; Mathematical Models; Mathematics Tests; Profiles; *Research Design; *State Programs; Student Evaluation; Test Construction; *Testing Programs
IDENTIFIERS- *Comprehensive Assessment and Program Planning; *Duplex Design

State testing programs often attempt to provide annual information for use in student guidance and qualification, school and program evaluation, and broad policy decisions. With the development of a new type of assessment instrument, the "duplex design," the several functions of state testing programs can be served in a single test administration requiring no more time and resources than conventional student achievement testing. Using a multiple-form instrument similar to that used in sampling assessment, the duplex design yields profiles of individual student achievement in main content areas, while producing from the same item responses a detailed evaluation of curricular objectives at school, district, county, and state levels. When used in a state-wide census of student attainment, the duplex design serves in one comprehensive assessment the needs of diverse parties to public education for information on student achievement, school performance, and system-wide progress in attaining educational goals. An example of a duplex design for eighth-grade mathematics illustrates the construction of the assessment instrument. Various applications show the potential of this type of testing program. A technical appendix outlines the statistical model by which attainment scores for individual students are estimated on the same scale as those measuring detailed curricular objectives at the school level. Two tables and an 18-item list of references are included. (Author/SLD)

ED 338 682 TM 017 500

Baker, Eva L.; Herman, Joan L.
Implementing STAR: Sensible Technology Assessment/Research. CSE Technical Report 285.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.
PUB DATE- Apr 88
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Career Planning; Comparative Analysis; *Computer Assisted Instruction; Curriculum Evaluation; Educational Objectives; *Educational Technology; Elementary Education; *Evaluation Methods; Locus of Control; Outcomes of Education; Problem Solving; *Program Evaluation; Program Implementation; *Research Design; Self Efficacy;

ED 338 700 TM 017 561

Shavelson, Richard J.; And Others
Steps in Designing an Indicator System. ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Educational Assessment; Educational Policy; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Formative Evaluation; *Management Information Systems; *Mathematics Education; Research Methodology; Research Needs; *Science Education; *Systems Development
IDENTIFIERS- *Educational Indicators; ERIC Digests; Monitoring

Some steps to identify an initial set of indicators and to develop alternative indicator systems are outlined for educational evaluation and illustrated through the example of a National Science Foundation (NSF) study of mathematics and science education. The first step is to conceptualize potential indicators to specify a comprehensive monitoring system containing inputs, processes, and outputs. The potentially important indicators identified through this model are refined through eight criteria for selecting indicators of the major components of schooling. It was assumed that indicators should: (1) reflect the central features of mathematics and science education; (2) provide information pertinent to current or potential problems; (3) measure factors that policy can influence; (4) measure observed behavior rather than perceptions; (5) be reliable and valid; (6) provide analytical links; (7) be feasible to implement; and (8) address a broad range of audiences. After the indicators are selected, alternative data collection strategies to build the system must be designed. The alternatives require evaluation for utility, feasibility, and cost. After selection of one alternative, the individual indicators are developed and refined. Reviewing research on the key components and indicators of mathematics and science education highlights the necessity of a research agenda to improve indicator systems. There are three references. (SLD)

ED 338 701 TM 017 562

Shavelson, Richard J.; And Others
What Are Educational Indicators and Indicator Systems? ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Policy; Educational Trends; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Heuristics; Long Range Planning; *Management Information Systems; Outcomes of Education;

ED 338 719 TM 017 673

Lawrence et al. v. South Carolina State Board of Education.
Opinion No. 23526. Heard October 31, 1991--Filed December 9, 1991.
PUB DATE- 9 Dec 91
NOTE- 5p.; In: South Carolina Supreme Court "Abstracts," p25-28.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Certification; *Court Litigation; Elementary Secondary Education; *Home Schooling; Nontraditional Education; *Parents as Teachers; State Courts; *State Legislation; Testing Problems; *Test Validity
IDENTIFIERS- *Education Entrance Examination; Supreme Court; Teacher Competency Testing; *Validation Verification and Testing Techniques

This court litigation reverses Farris and Black of Home School Legal Defense Association v. South Carolina State Board of Education, which found that the Education Entrance Examination (EEE) was properly validated for use in testing home school instructors as regulated by S. C. Code Ann. Section 59-65-40(A)(1)(a)(1990), the home schooling statute (HSS). The HSS ensures that use of the EEE is reasonable since validation requires an appraisal of the examination's suitability to test an examinee's ability in a given context. After passage of the HSS, the Department of Education (DOE) contracted with IOX Assessment Associates to evaluate the EEE's suitability. The IOX assembled a 33-member panel (17 home school instructors and 16 public school and college teachers) that evaluated each EEE item for task-relatedness and bias. Based on the results, the DOE validated the EEE as provided in the HSS. Lawrence et al. challenge the validation process on several grounds, and hold that the validation process does not meet a standard of reasonableness. These appellants contend that: the validation is defective because panelists were given no "job analysis" or description of successful home schooling; and since 16 of the panelists knew nothing about home schooling, it is manifestly unreasonable to rely on their evaluations of task-relatedness in validating the EEE. The discrepancy in task-relatedness scores for the home schoolers compared to the entire group show that the panelists' qualifications impacted these scores. This South Carolina Supreme Court case finds that the State's validation process fails to meet a standard of reasonableness, and the requirement that parents pass the EEE is unenforceable under the HSS. (RLC)

ED 338 720 TM 017 852

Mullis, Ina V. S.; And Others
Trends in Academic Progress: Achievement of U.S. Students in Science, 1969-70 to 1990; Mathematics, 1973 to 1990; Reading, 1971 to 1990; and Writing, 1984 to 1990.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 364p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Achievement Tests; Educational Assessment; *Educational Trends; Elementary Secondary Education; Grade 4; Grade 8; Grade 11; *Mathematics

ED 338 737 UD 028 353

Jumal, O. Ajamu

The Vanishing African-American Male Student in Middle and High School College Preparatory Classrooms: Present Condition--Probable Causes--Intervention Strategies. Implications for School Administrators.

PUB DATE- 91

NOTE- 90p.; Master of Arts Project, California State University, San Bernardino.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Academic Aspiration; Black Students; *Black Youth; Dropouts; Educational Attitudes; Intermediate Grades; *Males; Middle Schools; Parent Influence; School Districts; School Statistics; Secondary Education; *Secondary School Students; Sociocultural Patterns; Statistical Data; *Student Attrition; Urban Education; *Urban Youth

IDENTIFIERS- *African Americans

This master thesis examines the African American male students in San Bernardino (California) middle schools and high schools in order to compare those findings to findings in the literature and to be able to recommend ways to improve their performance. The study reviews available statistical data about African American male students compiled by the San Bernardino City Unified School District with a survey of African American male students in three middle schools and three high schools in the San Bernardino school system. Of the 180 surveys distributed, 138 were returned for analysis. The survey results show that overall, participants operate close within the patterns established in the literature findings. The analysis of the school district's statistical data indicates that the academic progress of the African American male student is closest to other groups at the first grade level. As grade levels increase, the African-American male's academic progress begins to separate from other groups. This trend may begin in first grade with students grouped for reading according to ability. The data in this project indicate a pattern of multi-generational school failure with parents, who performed poorly while they were in school, now influencing the next generation of students. Also included are 45 references. The survey is appended. (JB)

ED 338 738 UD 028 355

Bachman, Jerald G.; And Others

Drug Use among Black, White, Hispanic, Native American, and Asian American High School Seniors (1976-1989): Prevalence, Trends, and Correlates. Monitoring the Future Occasional Paper 30.

PUB DATE- 91

NOTE- 93p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- American Indians; Asian Americans; Behavior Patterns; Black Students; Cocaine; Drinking; *Drug Use; *Ethnic Groups; High Schools; *High School Seniors; Hispanic Americans; *Incidence; Marijuana; Secondary Education; Sedatives; Smoking; Social Problems; *Sociocultural Patterns; Stimulants; Urban Schools; Urban Youth; White Students

ED 338 757 UD 028 380

The State Plan To Reduce the Dropout Rate. From the State Board of Education, Submitted to the Governor, Lieutenant Governor, and the Seventy-Second Texas Legislature. 1990-1991.
PUB DATE- Mar 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Attendance; *Dropout Prevention; Dropout Programs; Dropout Rate; Dropouts; *Educational Change; Elementary Secondary Education; Eligibility; Guidelines; Potential Dropouts; State Aid; State Programs; *Statewide Planning
IDENTIFIERS- *Texas

This document presents recommendations to the Texas state legislature for meeting a 1997-98 goal of reducing the projected longitudinal and cross-sectional state dropout rates. Data for 1986 indicate that approximately 86,000 students were dropping out of Texas schools every year. The recommendations presented here were determined: (1) by tracing dropout rate reduction efforts in Texas from a historical perspective; (2) by an examination of the findings of major national reports and recent comprehensive plans from other states; and (3) by a review of the research literature concerning best educational practices for students at risk of dropping out of school. The resulting 19 recommendations address changes in statute, policies, funding resources and programs in the following areas: (1) attendance and driver's license eligibility rules; (2) changes in at-risk identification criteria; (3) a state media task force on dropouts; (4) improved dropout rate reporting; (5) enhancing leadership and interagency cooperation; (6) support for educational policy and practice issues; (7) elementary education through multi-age classrooms, guidance counselors, continuous progress, and cooperative learning; (8) enhancement of middle grade education through implementing recommendations of a national study; and (9) improvement of high school education through alternative education, immigrant students and teen parent initiatives. Thirty-nine references are appended. (JB)

ED 338 758 UD 028 382

Beane, DeAnna Banks
Mathematics and Science: Critical Filters for the Future of Minority Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; American Indians; Black Students; Demonstration Programs; Educational Change; *Educational Improvement; Elementary Education; Guidelines; Hispanic Americans; Intervention; *Mathematics Education; Measures (Individuals); *Minority Group Children; Principals; *Science Education

This manual presents a guide to enhancing elementary school level

agencies. (JB)

ED 338 776 UD 028 405

Danziger, Sheldon; Stern, Jonathan
The Causes and Consequences of Child Poverty in the United States. Innocenti Occasional Papers, Number 10. Special Subseries: Child Poverty in Industrialized Countries.
PUB DATE- Nov 90
NOTE- 64p.; This paper is part of the background documentation for a study on "Child Poverty in Industrialized Countries: Trends and Policy Options," edited by Giovanni Andrea Cornia.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; Child Health; *Children; Early Parenthood; Economically Disadvantaged; *Economic Factors; *Etiology; Family Income; Family Structure; Futures (of Society); Lower Class; *Poverty; Poverty Programs; Public Policy; Social Problems; Unwed Mothers; Urban Problems; *Welfare Services
IDENTIFIERS- *United States

This report addresses the sources and remedies for child poverty in the United States through a review of the effects of trends, policies, and changes in social relationships; and an analysis of data concerning poverty and children. An introduction sketches the present condition of children in poverty and the policies and attitudes of the past 30 years. The next section reviews trends in family incomes and poverty, pointing out the antipoverty effects of economic growth and government policies. It also focuses on poverty and income transfer recipiency among children, emphasizing the diversity of the poverty population and analyzing those who are and are not aided by income transfer programs. The third section analyses the effects of changes in family structure and family size on child poverty. The fourth section discusses evidence on persistent poverty and welfare receipt and examines the emergence of an urban underclass. The fifth section analyses some important consequences of poverty for child health and development: adolescent pregnancy and out-of-wedlock childbearing, infant mortality and low birthweight, and others. The paper concludes with an antipoverty agenda for the 1990s. Included are 9 tables, 7 graphs, and an 89-item bibliography. (JB)

ED 338 777 UD 028 406

Davidson, Mary E.; Kurtz, Norman R.
Monitoring Project CANAL--Turnover on Core Planning Teams Year 1 to Year 3 (Fall 1988 to Fall 1990): Progress Report.
PUB DATE- Jul 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Leaders; *Community Planning; Educational Change; Elementary School Teachers; Elementary Secondary Education; *Labor Turnover; *Management Teams; Parents; *Participation; *Planning Commissions; Principals; Program Implementation; Public Schools; *School Based Management; School Districts; Secondary School Teachers; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Monitoring

This report analyzes turnover among members on core planning teams (CPTs) in the 41 Phase I Chicago (Illinois) public

ED 338 545 SO 021 762

Building the Arts in Education in Wyoming. A Preliminary Report. Wyoming Arts Education Survey.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Education; *Comparative Analysis; Dance Education; *Educational Objectives; Educational Research; *Educational Resources; Elementary Secondary Education; *Fine Arts; Music Education; *State Surveys; Theater Arts
IDENTIFIERS- *Wyoming

An arts education survey was undertaken in 1989 to establish comprehensive, baseline information regarding arts education in Wyoming schools. The findings serve as a standard against which to measure future changes in the quality of arts education in the state. This report is designed to highlight the initial findings of the survey. Arts education for Wyoming students was compared with national trends. It was found that Wyoming, unlike many other states, does not have a high school graduation requirement in the arts, and does not require compulsory arts instruction at the elementary and middle school level. An analysis of arts specialists by discipline revealed that there is a gradual decline in arts classes offered as students progress through the Wyoming school system. A question about the availability of classes revealed that music and the visual arts are emphasized most at elementary and middle school levels. Other issues addressed included the time allotted to arts content areas, the broad spectrum of students who study the arts, and resources for arts education. A description of future plans and how the state of Wyoming can fulfill them concludes the document. (KM)

ED 338 546 SO 021 763

Standards of Learning Objectives for Virginia Public Schools: Art.
PUB DATE- Sep 83
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Appreciation; *Art Education; Art History; Behavioral Objectives; *Cultural Awareness; *Educational Philosophy; Elementary Secondary Education; Handicrafts; *Public Schools; State Curriculum Guides; Visual Arts
IDENTIFIERS- *Virginia

Developed by the state of Virginia, six educational goals to develop concepts, skills, and positive attitudes related to art elements and principles, responses to art and art objects, and the production of artwork are outlined. These goals and objectives pertain to four roles that the student assumes when engaged in art experiences: that of aesthetician, art historian, artist-creator, and consumer. The standards of learning objectives emerge from the educational goals and are outlined for each grade level. In the elementary grades every child should be exposed to a variety of media and techniques in mastering art objectives. The time allotted to middle school art varies. Those objectives considered most important are highlighted and should be stressed when students have less art time. The objectives for senior high school are contained in

individual efforts, leaving little in the way of productivity to show for the efforts that have been undertaken. Problem areas can and should be identified and avoided, and a systematic method for further education should be implemented that could forestall or eliminate many of these pitfalls. The current method of continuing development is obviously not working efficiently, but steps can easily be taken to modify this approach to best suit the needs of the teachers, schools, and students. This paper relates findings from a review of literature on inservice programs for teachers' professional development. The review suggests that the educational system has not applied to its own continuing education program those strategies it wishes to implement in its schools Forty-six references are included. (Author/IAH)

ED 338 567 SP 033 322

Bauer, Norman J.
Professional Development Schools: A Reflective Analysis.
PUB DATE- 19 Apr 91
NOTE- 27p.; Paper presented at the Annual Spring Conference of the New York State Foundations of Education Association (Binghampton, NY April 19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Environment; Educational Improvement; Elementary Secondary Education; *Foundations of Education; Higher Education; Models; *Preservice Teacher Education
IDENTIFIERS- Holmes Group Report; *Professional Development Schools; *Reflective Thinking

This paper attempts to examine, in broad outline and from a reflective standpoint, the major attributes of professional development schools (PDS). The concept of reflection employed consists of five integrated components: biography, context, and end(s)-in-view, all bound together by the power of human transcendence and by the human capacity to construct contextual transactions. The paper explains briefly this concept of reflection, applies it to an analysis of PDS, and considers three likely implications for foundations of education of the efforts to establish such institutional structures. Three of the five components (biography, context, and end(s)-in-view) provide a framework for discussing the emergence of professional development schools as part of efforts to improve teacher education and teaching. "The Biography of Teacher Education" examines the evolution of teacher education in response to the political and social environment since the 1950s. "Context" discusses the proposals of the Holmes Group, as articluated in its report "Tomorrow's Teachers." "End-in-View" discusses the guiding principles of PDS as outlined in the second Holmes Group report, "Tommorrow's Schools." (IAH)

ED 338 568 SP 033 323

Brainard, Frank
Professional Development Schools: Status As of 1989. Occasional Paper No. 9.
PUB DATE- Dec 89
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

reflective actions for students and teachers, offered reasons for these actions, and explored the consequences. Cumulatively, the findings establish the complexity and ecological nature of classroom reflection-in-action and suggest additional areas for research. Thirty-five references are included. (IAH)

ED 338 587 SP 033 382

Poyen, Janet; Rogers, Lorelei
Professional Development in French Education: An Investigation. A Cooperative Research Project.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biculturalism; Bilingualism; Core Curriculum; Educational Change; Educational Environment; Elementary Secondary Education; *Faculty Development; Foreign Countries; *French; Higher Education; Immersion Programs; *Inservice Teacher Education; *Language Teachers; Needs Assessment; Questionnaires; *Second Language Instruction; Surveys; *Teacher Attitudes
IDENTIFIERS- *Calgary Board of Education AB; University of Calgary (Canada)

This study was conducted to investigate and identify the current professional development interests of teachers working in Core French and French Immersion with the Calgary Board of Education. It was also intended to identify indicators that may be used to predict future professional development needs. A two-part questionnaire was developed. The first part deals with demographics and elements necessary for the creation of a composite teacher profile; the second part collects opinions on teaching and professional development in French education. The questionnaire was presented in two languages: an English version for the core French teachers and a French version for the immersion teachers. Respondents included 225 teachers in the core French portion of the study and 128 teachers in the immersion portion. The findings suggest trends and needs falling into three categories: (1) the importance of understanding change and the process by which it occurs; (2) the acceptance of reflection, one's own personal practical knowledge, as a valid means of improving teaching; and (3) an understanding of empowerment, which requires a kind of leadership that supports teachers as they take on greater personal professional responsibility. (LL)

ED 338 588 SP 033 383

Sandefur, Walter; Hinely, Reginald
Perceptions of Teachers and Principals in Regard to Educational Reforms in Texas.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Educational Change; Elementary Secondary Education; *Negative Attitudes; Principals; Public Schools; Public School Teachers; *State Legislation; State Surveys; *Teacher Attitudes; Teacher Participation
IDENTIFIERS- *Reform Efforts; *Texas

transmitted diseases; tobacco use; excessive consumption of fat, calories, and sodium, and insufficient consumption of fiber; and insufficient exercise. In spite of the evidence that school health education can change health behavior, health instruction is either nonexistent or seriously inadequate for the majority of students in the United States. To remedy this situation, national policy that supports comprehensive school health education is needed. A list of National Health/Education Consortium members and a description of the formation and goals of the consortium are appended. (IAH)

ED 338 607 SP 033 419

Crum, Bart
Physical Education As Part of the Core Curriculum in Secondary Education. A Restricted, Comparative International Survey.
PUB DATE- 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Education; *Core Curriculum; Curriculum Design; *Educational Objectives; *Educational Principles; Foreign Countries; *Physical Education; Secondary Education; *Secondary School Curriculum; Surveys
IDENTIFIERS- Netherlands

This report presents findings obtained from a survey of nine countries and states: Baden-Wurttemberg (Germany), North Rhine-Westphalia (Germany), Sweden, France, Scotland, California (United States of America), New York (United States of America), Quebec (Canada), and the Netherlands. The study focuses primarily on a comparison of the objectives and contents of the secondary (ages 12-16) physical education curriculum, obtained from official documents, as well as on the proportion of time alloted in each country. The descriptive and comparative framework used to analyze the data is based upon the premise that curricular decisions in general, and decisions which concern the objectives and educational contents in particular, are based largely on considerations colored by values. After identifying and defining five conceptual prototypes for organizing the physical education curriculum, the report classifies the approaches of the nine school systems being examined. In addition, general information about each system is provided: the structure of the school system, time available for movement education, whether the subject should be taught by specialists, whether coeducation is possible or prescribed by law, and whether there are clear guidelines for the evaluation of pupil achievements. The report concludes with a summary in diagram form that provides a quick overview of the nature of the subject concepts in the curriculum documents examined, followed by a bibliography containing 32 references. (IAH)

ED 338 608 SP 033 420

Nagy, Stephen; Adcock, Anthony
The Alabama Adolescent Health Survey: Health Knowledge and Behaviors. Summary Report II.
PUB DATE- 91
NOTE- 58p.; For previous survey, see ED 316 537.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents;

manipulation within the school, making improvement based on this research possible. The achievement tests in Spanish, and a socioeconomic analysis are appended. A 129-item bibliography is included. (SLD)

ED 338 627 TM 012 520

Military Testing Association (Proceedings of the Annual Conference (27th, San Diego, California, October 21-25, 1985). Volume I and Volume II.
PUB DATE- Oct 85
NOTE- 1,077p.
LANGUAGE- English
EDRS Price- EDRS Price - MF08/PC44 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Military Personnel; *Research Methodology; *Testing

The 169 paper and symposium presentations given during 57 sessions of the conference are provided in these two volumes. The first volume contains the keynote speech, which addressed military entrance processing command and its acquired immune deficiency snydrome testing program. Symposia topics in this volume include: (1) computerized diagnostic testing in the Navy's basic electricity and electronics school; (2) computerized adaptive testing research at the Navy Personnel Research and Development Center; (3) systems for controlling performance to improve productivity; (4) Air Force training decisions systems research; and (5) issues in job performance measurement. Paper session topics include: (1) training evaluation; (2) computerized adaptive testing; (3) leadership dimensions; (4) research implementation; (5) statistical methods in test construction; (6) uses of microcomputers in testing; (7) officer career development; (8) computer-assisted assessment of human performance; (9) manpower research; (10) computers and videos in instruction and training assessment; (11) occupational analysis; (12) organizational effectiveness; (13) computer-based testing; (14) occupational data analysis systems; (15) behavioral aspects of performance; (16) computer-based instruction; and (17) job evaluation. In the second volume, symposia topics include: (1) remedial education in the Navy; (2) elements of a Military Occupational Exploration System; (3) determining ability requirements; (4) exceptionally low- and high-aptitude recruits; (5) predicting a broad variety of criteria by elaborating the predictor space; (6) quanitatiave and qualitative approaches to the training and selection of Army managers; (7) Army Research Institute research and development program on the National Training Center; and (8) two systems for computer analysis of student feedback. Paper session topics include: (1) basic skills training; (2) survey methodology and technology; (3) biodata use and validation; (4) training device evaluation; (5) attitude surveys; (6) selection methodology; (7) team performance measurement; (8) analysis of the Armed Services Vocational Aptitude Battery (ASVAB); (9) personality assessment; (10) team training; (11) integrated selection systems; (12) test item design; (13) entry standards based on the ASVAB; (14) military attrition research; (15) officer training and testing; (16) job performance measurement; (17) instructional issues; and (18) assessment of English-as-a-Second-Language personnel. MTA bi-laws, minutes of the Steering Committee Meeting, a description of the Harry H. Greer Award, lists of MTA conference staff members and registrants, and an author index are appended. (TJH)

ED 338 628 TM 012 594

States should have some form of national achievement testing. Such tests are proposed as part of the "America 2000" education strategy. Believing that the experience of other countries will be useful to educators, policymakers, and concerned citizens, the National Endowment for the Humanities provides English examples, in this document, of tests administered in other countries. Tests in the humanities are sampled, because the importance of the humanities is more likely to be overlooked than mathematics and the sciences. The examinations sampled make it clear that other nations are setting very high standards for the humanities. Most advocates of national testing in the United States argue that the tests should demonstrate that students can use the knowledge they have gained (performance tests). It is emphasized that national testing need not entail a national curriculum. Test examples from France, West Germany, United Kingdom, Japan, and the European Schools of the European Community are presented. A 22-item list of references is included. (SLD)

ED 338 645 TM 017 237

Educational Statistics Yearbook of China, 1989.
PUB DATE- 89
NOTE- 358p.
LANGUAGE- English; Chinese
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Agricultural Education; Elementary Secondary Education; Enrollment; Foreign Countries; Higher Education; National Surveys; Preschool Education; Primary Education; *School Statistics; Special Education; *Statistical Data; Tables (Data); Vocational Education
IDENTIFIERS- *China

This informational yearbook provides 219 tables of data that reflect the development of education in the People's Republic of China for the year 1989. It is based on statistical information submitted by the Educational Commissions of the provincial governments and the governments of municipalities and autonomous regions directly under the State Council. The yearbook lacks data for Taiwan Province. Information is grouped into the following categories: (1) summary tables; (2) higher education; (3) secondary education, including agricultural and vocational education; (4) primary (elementary) education; (5) pre-primary education; (6) special education; (7) adult education; (8) audiovisual education and educational broadcasting; (9) examinations for self-taught students; (10) geographical distribution of schools by type and level; and (11) overview of the educational development in cities that are independent planning entities. Statistical data focus on enrollments, numbers of teachers and other staff, numbers of schools and educational institutions, basic information, and conditions of school buildings and schools. (SLD)

ED 338 646 TM 017 341

Andrist, Charlotte Giovanetti
The Relationship between Perceptual Structure and Individual Differences in Performance on an Inductive Reasoning Task.
PUB DATE- Apr 91
NOTE- 41p.; Parts of this paper were presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English

IDENTIFIERS- *Austin Independent School District TX; *GENESYS TX

GENESYS is a GENeric Evaluation SYStem for data collection and evaluation through computer technology. GENESYS gathers and reports the standard information (student characteristics, achievement, attendance, discipline, grades/credits, dropouts, and retainees) for specific groups of students. In the Austin (Texas) Independent School District's (AISD's) third year of using GENESYS, several elementary school and secondary school programs were evaluated, including: (1) the Science Academy; (2) the Liberal Arts Academy; (3) the Kealing Magnet School; (4) AIM High (an elementary school program for gifted and talented students); (5) the secondary honors program; (6) bilingual and English-as-Second-Language (ESL) programs; (7) Teach and Reach (supplementary reading and mathematics instruction for low-achieving black students); and (8) special education. The evaluation indicates that students in the magnet schools, including the academies, and the gifted and talented and honors programs tended toward higher academic achievement than did students in other schools. Students in the bilingual and ESL programs, Teach and Reach, and special education generally tended to achieve no faster than did students district-wide, were more likely to be disciplinary problems, and were more likely to drop out. Figures and tables present data for the eight programs evaluated. Ten attachments provide GENESYS operational characteristics, GENESYS definitions, ideas for GENESYS enhancements, a sample GENESYS printout for data by students, requirements for GENESYS data files, flowcharts, a sample GENESYS file/run sheet, 31 pages presenting cross-program comparison charts for Spring 1991, cross-tabulation tables, and evaluation summaries for the AISD. Eight references are included. (SLD)

ED 338 665 TM 017 459

Mangino, Evangelina; And Others
Annual Report on Student Achievement 1990-91. Publication Number 90.48.
PUB DATE- Jul 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Black Students; Criterion Referenced Tests; Elementary Secondary Education; Hispanic Americans; *School Districts; *Scores; *Standardized Tests; State Programs; Tables (Data); Testing Programs; *Test Results; Urban Schools; White Students
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Metropolitan Readiness Tests; Tests of Achievement and Proficiency; Texas Assessment of Academic Skills; Texas Educational Assessment of Minimum Skills

Results of standardized tests taken by students in the Austin (Texas) Independent School District are reported. Emphasis is on tests developed for the state of Texas, but results from other standardized tests are also reported. In October 1990, 22,443 students in grades 3, 5, 7, 9, and 11 took the Texas Assessment of Academic Skills (TAAS), scoring near state averages and above urban averages and showing an increase in the percentage of students who demonstrated mastery on these criterion-referenced tests. In October 1990 and/or May 1991, 693 students in grades 11 and 12 took the Exit-Level Texas Educational Assessment of Minimum Skills (TEAMS). Austin students ranked first among urban schools on these criterion-

Student Attitudes; Writing Evaluation
IDENTIFIERS- Academic Self Concept; *Apple Classrooms of Tomorrow; *Sensible Technology Assessment Research

A plan for evaluating the Apple Classroom of Tomorrow (ACOT) is presented, which implements the model for Sensible Technology Assessment/Research (STAR). STAR involves interactive participation in the evaluation study by ACOT participants, collateral university researchers, and University of California (Los Angeles) staff to develop a credible, adaptive set of assessment plans, procedures, and reports assessing the ACOT experiment; a phased implementation of STAR designed to conform to the rhythms of site-by-site implementation; and a focus on exploring the utility of developing STAR into a multi-user evaluation system for future coordinated implementation with new technology adoption in local districts. The STAR evaluation will be guided by questions concerning: (1) the effects of ACOT on students; (2) the influence of ACOT on organization and delivery of instruction; (3) the effects of ACOT on teachers; (4) the effects of ACOT on students' families; and (5) unintended effects that may be attributed to ACOT. The comparative impact of ACOT will be investigated for three groups of students: ACOT students over time; students at one grade level taught by an increasingly experienced ACOT teacher; and ACOT and non-ACOT students in the same and different schools. Investigation of the effects of ACOT on students will consider academic achievement, criterion-referenced student writing, problem solving, locus of control or sense of efficacy, attitudes toward school or motivation for schooling, academic self-concept, future educational and career plans, use of time at home, and site-specific and instructional goals. Similar issues will be considered for teachers and families. The evaluation was scheduled to begin in Spring 1988 at three selected ACOT sites in Memphis (Tennessee), Nashville (Tennessee), and Columbus (Ohio). (SLD)

ED 338 683 TM 017 503

Baker, Eva L.
Technology Assessment: Policy and Methodological Issues.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Sep 89
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; Educational Policy; *Educational Technology; *Evaluation Methods; *Instructional Materials; National Organizations; Postsecondary Education; *Professional Training; *Program Evaluation; *Public Agencies
IDENTIFIERS- Educational Indicators; Empirical Research; *Technology Assessment

The goal of technology assessment is to provide a larger view of the utility and potential impact of a class of technology for a set of potential uses. In this paper, the concentration is on technology for training. Some examples are given of technology assessments conducted on behalf of the public by national agencies. This view of technology assessment and its methodology is more global than that of product evaluation. Technology assessment attempts to determine the full range of use, and consequently must address estimates of input, context, and conditions of implementation as well as the outcomes, and multiple measures of major dimensions must be used. An approach of this sort can be called a training technology indicator system. In the operational conduct of technology assessment,

*Statistical Data; Student Characteristics; Systems Development; *Trend Analysis
IDENTIFIERS- *Educational Indicators; ERIC Digests; Monitoring

Educational indicator systems are similar to indicator systems used to monitor the economy, the criminal justice system, or other social systems. Governments recognize the value of statistics that provide current information and make trend analysis and forecasts possible. Education statistics will qualify as indicators only if they serve as yardsticks; they must tell a great deal about the system by reporting the condition of a few significant features. As a heuristic guide, it is proposed that an indicator is an individual or composite statistic that relates to a basic construct in education and is useful in a policy context. An indicator system is more than a mere collection of indicators. The information provided by the system should be greater than the sum of its parts. National Indicators should monitor education outcomes and reflect characteristics of students and communities, financial and human resources, and other educational inputs. They should reflect the adequacy of the curriculum and instruction, as well as the nature of the school. Indicators must be related to each other so that their relationships and changes in their relationships can be ascertained. Indicators cannot: (1) set goals and priorities; (2) evaluate programs; and (3) develop a balance sheet for a social system. They can describe and state problems clearly, identify new problems, and give clues about promising policy approaches. Five references are listed. (SLD)

ED 338 702 TM 017 563

Crafts, Jennifer
Using Biodata as a Selection Instrument. ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Biographical Inventories; Cognitive Tests; *Data Collection; *Individual Characteristics; *Job Performance; *Occupational Tests; *Personnel Selection; Predictive Measurement; Questionnaires; Test Construction; Test Items; Test Reliability; Test Validity
IDENTIFIERS- ERIC Digests

Biographical inventory is a selection device used as an alternative or supplement to cognitive testing because this measurement method predicts aspects of job performance that are not predicted by cognitive measures. Some of the issues and concerns about using biographical inventories are discussed. The use of biographical inventories (biodata) is based on the assumptions that past behavior is a valid predictor of future behavior and that information from job applicants about previous experience can be used to predict performance. Items of a personal history can be divided into "hard" items that can easily be verified against records, and "soft" items that cannot be checked for truthfulness. The combination of "hard" and "soft" biodata items broadens the variety of information collected. Biodata items are generally cast in a short-answer or multiple-choice format. Limitations designed to protect applicants from discriminatory behavior keep certain types of information from being included on biodata inventories.

Achievement; *National Surveys; *Reading Achievement; Statistical Data; Student Attitudes; Tables (Data); Test Results; Trend Analysis; *Writing Achievement
IDENTIFIERS- *National Assessment of Educational Progress; *Science Achievement

National Assessment of Educational Progress (NAEP) data for 9-, 13-, and 17-year-old students in the United States are provided, highlighting trends in science achievement from 1969-70 to 1990, mathematics achievement from 1973 to 1990, reading achievement from 1971 to 1990, and writing achievement from 1984 to 1990. Trends in academic proficiency for the nation and demographic subpopulations; trends in students' science and reading experiences and attitudes; patterns in school and home contexts for learning mathematics and reading; and trends in attitudes, behaviors, and instruction for writing are illustrated. Overall, the trends suggest few changes in educational achievement levels across the two decades covered by NAEP assessments. However, some declines in science and mathematics for 17-year-olds during the 1970s and generally low performance levels across several curriculum areas prompted reform efforts. Improvements occurred in science and mathematics during the 1980s at all three ages. Particularly for science, there is a pattern of decreased proficiency in the 1970s followed by recovery in the 1980s. Conversely, the reading results show that gains made by 9-year-olds in the 1970s eroded during the 1980s, while the performance of 13-year-olds remained constant. Writing achievement also showed some decline in the 1980s for eighth graders. Recent gains in mathematics and science achievement were partially offset by some losses in reading and writing. However, 17-year-olds improved their reading skills during the same period. Twenty-six figures and 64 data tables are provided. A procedural appendix summarizes procedures used in the 1990 trend assessments and provides 13 data tables. A data appendix provides 24 tables each showing science, mathematics, and reading trends; and 15 tables showing writing trends. (RLC)

ED 338 721 TM 017 853

Raising Standards for American Education. A Report to Congress, the Secretary of Education, the National Education Goals Panel, and the American People.
PUB DATE- 24 Jan 92
NOTE- 142p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; Advisory Committees; Educational Assessment; Educational Change; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Feasibility Studies; *Management Information Systems; *National Programs
IDENTIFIERS- National Council on Education Standards Testing; *National Information Systems; *Standard Setting

Recommendations by the National Council on Education Standards and Testing (NCEST) are provided concerning whether national standards and a system of assessments are desirable and feasible and how national standards and a system of assessments are to be developed and implemented. The NCEST found that the absence of explicit national standards keyed to world-class levels of performance severely hampers the ability to monitor the nation's progress toward the six national education goals. Without well-defined and demanding standards, American

This paper analyzes data from an annual survey of high school seniors for racial and ethnic differences in the use of licit and illicit drugs. Data from 14 nationally representative surveys of high school seniors from 1976 through 1989 are used. The surveys, conducted in 130 schools polling 17,000 students each year, are described. Throughout the period, Native Americans had the highest prevalence rates for use of illicit drugs except cocaine, for frequent use of alcohol, and for use of cigarettes. White students had the next highest prevalence rates for most drugs. Asian Americans had the lowest prevalence rates, Black students had prevalence levels nearly as low, except for marijuana, and the Hispanic groups were mostly in the intermediate ranges, except for a relatively high prevalence of cocaine use among the males. Trend patterns for most forms of drug use have been similar across subgroups, with the following two notable exceptions: (1) cocaine use increases somewhat more than average among Hispanic seniors and less than average among Black seniors; and (2) the proportions smoking cigarettes have declined more sharply among Black than among White seniors, resulting in greater Black-White differences in recent years. Multivariate analyses indicate that subgroup differences in drug use cannot be attributed to background factors such as family composition, parents' education, region, or rural-urban distinctions. Study data are presented in 20 tables. A list of 51 references is included. (Author/JB)

ED 338 739   UD 028 357

Schinke, Steven P.; And Others
The Effects of Boys & Girls Clubs on Alcohol and Other Drug Use and Related Problems in Public Housing. Final Research Report.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- Mar 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Athletics; Delinquency; *Delinquency Prevention; Drinking; *Drug Use; *Prevention; Program Effectiveness; Program Evaluation; Public Housing; Quality of Life; Urban Problems; *Urban Youth; Vandalism; *Youth Clubs; Youth Programs
IDENTIFIERS- *Boys Clubs of America; *Girls Clubs of America

This comparative study evaluates the effects of Boys and Girls Clubs and related SMART Moves drug prevention programs on children and adolescents living in public housing and on the quality of life in public housing. The study involves 15 public housing developments in a representative sample of American cities and focuses on alcohol and other drug use, delinquency, and Boys Clubs and Girls Clubs, which included the SMART Moves drug abuse prevention program; another five were served by traditional Boys and Girls Clubs; and the remaining five sites had no Boys and Girls Clubs. Analysis of the data indicates that the clubs exert a positive and palpable influence on the human and physical environment. Youth with access to the clubs are more involved in health and constructive activity. Adult residents also are positively affected by the clubs. For youth and adults alike, the presence of Boys Clubs and Girls Clubs is associated with an overall reduction in drug and alcohol use, drug trafficking, and other related criminal activities. The presence of crack cocaine is lowest at sites that include the SMART Moves program. Finally, the presence of the clubs appears mathematics and science education for minorities in order to improve their chances of advancing in an educational program that will enable them to enter employment in technical fields. In particular, the manual aims to fulfill the following purposes: (1) review the role of the principal in effecting change; (2) provide elementary principals and instructional personnel with data and background information about factors underlying the underrepresentation of Blacks, Hispanic Americans, and Native Americans in advanced mathematics and science courses; (3) describe significant components of successful programs addressing this underrepresentation; (4) provide materials that facilitate assessment and intervention planning; and (5) present resources that support prevention and intervention strategies at the local school level. Seven tables provide pertinent data. The National Science Board Commission on Precollege Education in Mathematics, Science and Technology's paper, "Suggestions for Course Topics and Criteria for Selection," is appended. Eighty-nine references are included. (JB)

ED 338 759 UD 028 383

Colon, Javier; And Others
Entitlements of Latino Students in the Massachusetts Public Educational System: Some Legal and Policy Considerations. Publication No. 90-02.
PUB DATE- Oct 90
NOTE- 31p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingual Education; Compensatory Education; *Disadvantaged Youth; *Educational Opportunities; Elementary Secondary Education; *Equal Education; Federal Legislation; *Hispanic Americans; Policy Formation; Public Schools; State Legislation; Urban Schools
IDENTIFIERS- *Educational Entitlements; *Latinos; Massachusetts

This paper aims to analyze entitlements designed to guarantee equal educational opportunity rights for Latino students in Massachusetts public schools, review policy debates on these issues, and recommend areas for research. The primary interest is threefold: (1) entitlements could be expanded; (2) to show where their limits lie; and (3) to identify areas where further research and litigation are needed, with attention to parental involvement, bilingual education, and restructuring. The courts and the legislatures have been the guarantors of quality educational practices for students of limited English proficiency. However, since its enactment in 1968, bilingual education has aroused heated debates, covering issues of educational effectiveness, political power, and social status. Recently, the English-Only movement and the introduction of bills to eliminate bilingual education have stirred debate. Studies are recommended that accomplish the following: (1) identify the general support levels for bilingual education; (2) document quality program implementation; (3) show how future teachers are being trained to work with language minority students; (4) examine restructuring efforts to identify practices that stigmatize Latino children; (5) test the application of the theory of cultural discontinuities with Latino children; and (6) identify a curriculum that is in harmony with the culture of Latino students. This document includes 49 references. (JB)

ED 338 760 UD 028 384

schools participating in the Project CANAL model for school-based management. The analysis covers two periods of time: Year 1 to the beginning of Year 3, and Year 2 to the beginning of Year 3. Overall, substantial turnover was noted for both time periods. For the first period, the following percentages of new members were found: (1) 29.3 percent of the principals; (2) 53.4 percent of teachers; (3) 54.9 percent of the ancillary staff; (4) 73.9 percent of the parents; (5) 84.7 percent of the community members; (6) 61.2 percent of all CPT members; and (7) more than 6 out of 10 members were new over a 2-year period. For the second period, the following percentages of new members were found: (1) 22 percent of the principals; (2) 34.6 percent of the teachers; (3) 26.6 percent of the ancillary staff; (4) 40.3 percent of the parents; (5) 55.7 percent of the community members; (6) 34.1 percent of the Professional Personnel Advisory Council members; and (7) almost 4 of 10 members were new over a 1-year period. The paper also includes a discussion of the importance of stability to implementation of the school-based management model. Included are two tables. Appendices present the following: (1) a list of the 41 Phase I CANAL schools; (2) a list of training center activities; (3) an outline of the monitoring commission staff; and (4) data concerning budget status. (JB)

ED 338 778 UD 028 409

Swanson, Judy
Preliminary Evaluation of Office of Academic Achievement's
  Programs 1990-1991. Report No. 91-4.
PUB DATE- Jul 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Computer Assisted
  Instruction; Early Childhood Education; Elementary Education;
  High Risk Students; Multicultural Education; Parent
  Participation; *Pilot Projects; *Program Evaluation; Program
  Implementation; Public Schools; *School Districts; School
  Restructuring; *Urban Schools
IDENTIFIERS- *Seattle Public Schools WA

Three programs sponsored by the Seattle (Washington) public schools' Office of Academic Achievement were evaluated: the Academic Achievement Project, Early Childhood Model (ECM) Schools, and Pilot Projects. Academic Achievement projects were designed to increase the academic achievement of at-risk learners and to decrease disproportionality. The ECM is a philosophy of early childhood education organized around a set of core characteristics. There were five pilot projects: two were building-based methods for restructuring schools; one focused on oral language and multicultural history; one was a computer-aided instruction system; and another was library based and encouraged parents reading with their children. Data were collected through interviews, observations, teacher questionnaires, and score analysis. The following were the major findings: (1) change was slow and gradual; (2) ease of implementation of the pilot projects was varied; (3) some classroom attitudes began to change; (4) there were no measurable effects on achievement gains or any reduction in disproportionality; and (5) there were substantial correlations between the level of implementation and achievement gains: as the level of implementation increased, achievement gains increased. The report includes four references and a table summarizing the data. (JB) four courses: art foundations, advanced art, art heritage, and crafts. (KM)

ED 338 547 SO 021 764

From Snowbird I to Snowbird II. Final Report on the Getty Center Preservice Education Project.
PUB DATE- 90
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Curriculum Development; *Educational Development; *Educational Philosophy; Educational Resources; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Professional Development; *Teacher Education Curriculum; Visual Arts
IDENTIFIERS- Discipline Based Art Education

The Getty Center for Education in the Arts has worked with teacher education institutions to develop ways of improving professional preparation to teach art at the elementary and secondary grade levels. Individual campus projects carried out at 10 preservice teaching institutions are summarized: Brigham Young University, California State University at Sacramento, Florida State University, Indiana Unversity, Northern Illinois University, Ohio State University, University of Kansas, University of Nebraska (Omaha and Lincoln), University of Oregon, and Texas Tech University. The remainder of the report considers concepts, themes, and generalizations developed at the Snowbird II seminar in Los Angeles in 1989. Factors that strengthen and inhibit the development of quality discipline-based art education (DBAE) preservice programs are outlined. Seven inhibiting factors and strategies for overcoming them are discussed including conceptual entrenchment of colleagues and students such as child-centeredness in the schools, the complexity of DBAE, insufficient time for faculty to plan and develop programs and courses, lack of an adequate research base, and insufficient funding. (KM)

ED 338 548 SO 021 768

Marche, Theresa
Orra White Hitchcock: A Virtuous Woman.
PUB DATE- Jun 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; *Art Education; Art History; *Educational History; *Interdisciplinary Approach; Painting (Visual Arts); *Science Education; Secondary Education
IDENTIFIERS- Hitchcock (Orra White); Portraits

Orra White Hitchcock (1796-1863) was an artist and a teacher who integrated major changes for young ladies in her school's art program. She grew up in Massachusetts and from a very young age she exhibited an interest in the visual arts and natural sciences. After completing her education, she choose to become a teacher of exact sciences and fine arts at Deerfield Academy (Massachusetts). There she changed the arts program for young ladies and moderated an interdisciplinary relationship between the arts and sciences. Orra's own art work included drawing portraits, landscapes, and plantlife. In 1821 Orra married

DESCRIPTORS- *College School Cooperation; *Educational Change; Educational History; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Literature Reviews; *Preservice Teacher Education; Student Teaching; Surveys
IDENTIFIERS- Holmes Group; *Professional Development Schools

This study examined the progress made toward restructuring teacher education in exemplary school settings or professional development schools (PDS). The report is divided into 5 parts: (1) a review of recent PDS-related literature; (2) a description of the study methodology, including interview protocol design, and the sites selected for consideration; (3) an analysis of general program characteristics; (4) a presentation of the 14 criteria or necessary elements of a PDS and an analysis of the data; and (5) a brief commentary on the findings. Of the 21 settings included in this study, 20 of the universities involved are either members of the Holmes Group or are Ford Foundation grant recipients for the development of PDSs. The findings and conclusions suggest that efforts to establish a PDS are hampered by two factors: inadequate resources and inadequately anticipated obstacles. None of the projects studied appears to meet all or even most of the 14 established criteria; only a few came close to meeting even a few of the criteria. An appendix provides the interview protocol and a brief bibliography. (IAH)

ED 338 569   SP 033 324

Theobald, Neil D.
The Financing and Governance of Professional Development or Partner Schools. Occasional Paper No. 10.
PUB DATE- Feb 90
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Education; *College School Cooperation; Educational Change; *Educational Finance; Elementary Secondary Education; *Governance; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *Rewards; School Organization; Teacher Educators; Teaching Conditions
IDENTIFIERS- Partner Schools; *Professional Development Schools

The purpose of this paper is to: (1) discuss the requisite financial and organizational components of partner schools or professional development schools; and (2) identify structures and processes which will allow these schools to contribute to the simultaneous reconstruction and renewal of the public schools in which teachers work and the university programs in which they train. The kind of renewal that is envisioned for schools and universities is viable only if the arrangement is viewed as materially beneficial to all parties involved. Partner schools are based in existing public schools and provide: (1) exemplary educational programs for students; (2) setting for site-based preparation programs (coursework and field experience) for preservice teachers and principals; (3) inservice training for current school personnel; and (4) settings for a variety of school-based research. Partner schools will necessarily wed public school districts, schools and colleges of education, teacher organizations, and state governments into an economic union which involves a significant reallocation of resources within and among the four sets of institutions. This paper presents a compensation scheme which hinges upon the development of organizational structures that

This study was conducted to determine the attitudes of teachers and principals in the public schools of Texas toward selected aspects of two pieces of reform legislation. Examples of these reforms included literacy testing of teachers; a teacher appraisal system; a career lauder for teachers; student competency testing; and "no pass no play" regulations for students participating in interscholastic activities. A survey instrument was developed which included 10 items related to possible problems resulting from the educational reforms. The respondents were asked to indicate whether the problems were negligible, moderate, or of serious concern. The survey was mailed to a random sample of 862 teachers and 469 principals stratified by geographic area, size of school, and school level during February and March of 1991. A total of 413 teachers and 219 principals responded. A table representing the rank order of problems according to both teachers and principals is presented. Data reveal that a higher percentage of teachers feel that reforms have caused serious problems; in some cases, principals appear to perceive the intent of the mandate differently. (LL)

ED 338 589 SP 033 391

Mizoue, Yasushi; Inoue, Wataru
Educational Reform in Teacher Education in Japan.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Elementary Education; Foreign Countries; Higher Education; Inservice Teacher Education; *Practicums; *Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; *Student Teaching; Teacher Certification; *Teacher Education Curriculum; Teacher Supply and Demand; *Teaching Experience
IDENTIFIERS- *Japan; Knowledge Base for Teaching

This paper traces the reorganization of Japanese colleges and faculties of education in response to the educational reform movement. This response includes establishment of graduate programs of teacher education and curricular changes to improve teacher competence. The first section of the paper outlines the evolution of public policy aimed at improving teacher competence. This section includes a discussion of various national reports, revision of the certificate system, the arrangement and reorganization of university programs and faculties in reponse to teacher supply and demand, and the establishment and reorganization of graduate schools of education. The paper concludes that the sense of mission which comes from student teaching should be placed at the core of the teacher's competence. The second section of the paper presents findings from three studies which investigated psychological adjustment by student teachers to the teaching practicum. Specifically, the studies examined adjustments to daily life during the practicum, effects of anxiety on adjustment to the practicum, and the effects of lodging arrangements on adjustment (living in a dormitory or commuting from home). Results are also presented from a preliminary study of how and what kind of teaching skills and teacher aptitudes are acquired through the teaching practicum. (IAH)

ED 338 590 SP 033 395

Raudenbush, Stephen W.; And Others

Contraception; Drinking; Drug Use; Grade 8; Grade 10; *Knowledge Level; Mental Health; Nutrition; Pregnancy; Public Schools; Secondary Education; Sexuality; State Surveys; *Student Attitudes; *Student Behavior; Suicide; Venereal Diseases; Violence
IDENTIFIERS- *Alabama; Health Attitudes; *Health Behavior

This survey is a follow-up to a comprehensive survey of eighth- and tenth-grade public school students conducted in 1988. The 1990 sample includes over 3,400 students from rural, metropolitan, and mixed school districts. Data were collected using a 120-item questionnaire and compared to available information from the 1988 survey. The study highlights 12 health knowledge and behavior areas: (1) mental health; (2) suicide knowledge; (3) violence; (4) sexual attitudes and behavior; (5) forced sex; (6) contraceptive utilization by females and males; (7) pregnancy; (8) sexually transmitted disease knowledge; (9) HIV/AIDS knowledge; (10) alcohol use; (11) substance use; and (12) nutrition. Results indicate only minor changes in adolescent health behavior since 1988. Many of the students continue to engage in health risk behaviors which may have both long and short term effects. For most categories of risky health behavior, the rates for white and black students are similar. Adolescents from single parent families often reported higher rates of negative health behaviors than did students residing with both parents, but negative health behaviors were common among all groups. Based upon findings, a number of recommendations are made. (LL)

ED 338 609 SP 033 421

Chemical Health Education Resources.
PUB DATE- May 90
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Drug Abuse; *Drug Education; Elementary School Curriculum; Elementary Secondary Education; *Health Education; *Instructional Materials; Secondary School Curriculum; State Curriculum Guides
IDENTIFIERS- New Jersey

The long-range goal of any chemical health instructional program is to reduce the incidence of risk-taking behavior among students by developing and reinforcing resistance skills. School districts should therefore develop or select a curriculum that can best facilitate skill development among their unique student populations. The purpose of this document is to provide local New Jersey school districts with an evaluation of the major K-12 commercial alcohol and other drug curricula available at present. The guide is divided into grade levels: elementary (i.e., programs for K-6 and also for K-12); junior high school (programs for grades 7, 8, 9); and high school (programs for grades 10, 11, and 12). Program descriptions include in each case title, author, publisher and edition data, as well as a brief overview, a note on special features and comments. A sample of the checklist which was used to review the curricula is included. Appendices include: general guidelines for program evaluation; publisher information; and the scope and sequence of the New Jersey State Department of Education's objectives with regard to chemical health education. (IAH)

de Jong, Frank P. C. M.
Registration of Self-Regulation Processes with First Year Students of a HAVO-VWO Comprehensive School by Means of Thinking Aloud.
PUB DATE- 87
NOTE- 13p.; In: Schwarzer, C., Ed. and Seipp, B., Ed., "Trends in European Educational Research." p194-202.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Analysis of Variance; *Cognitive Processes; Comparative Analysis; Dutch; English; Foreign Countries; High Achievement; *High School Freshmen; *Learning Processes; Low Achievement; *Metacognition; *Protocol Analysis; Secondary Education; Second Language Learning; Student Behavior; Student Characteristics; Study Skills
IDENTIFIERS- Netherlands; *Self Regulation; *Verbal Self Instruction

Metacognitive activities were studied through the verbalizations of students during a learning process, to study the differences in the performance of good and poor students. The moment of verbalization, either at prompting marks or without prompts, and the instruction in verbalization, either directed or non-directed, were variables. Thirty-two girls and 32 boys in the first year of Dutch comprehensive school, half good performers and half poor performers according to school records, participated. Half were instructed to verbalize only at marks occurring during the learning of lists of English vocabulary words and Dutch translations; half were to verbalize throughout the learning process. Half received directed instruction and half did not. Thinking-aloud protocols were tape-recorded and analyzed. Analyses of variance indicated that the two variables "moment of verbalization" and "instruction" did not have any effect on performance. Both variables also had no effect on the total quantity of verbalization. Most students, however, could not restrict themselves to verbalizing only at the marking points, and most verbalized between marks as well. To keep verbalizations focused on the task, instruction was helpful. Good students apparently interrupted their recalling action during learning by checking and noting their own accuracy more often than did poor students. Six tables present study data. (SLD)

ED 338 629 TM 013 058

Marsh, Herbert W.
Students' Evaluations of University Teaching: Research Findings, Methodological Issues, and Directions for Future Research.
PUB DATE- 87
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Construct Validity; Factor Analysis; Feedback; Foreign Countries; Higher Education; *Professors; *Research Methodology; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Australia; Multidimensional Models; Papua New Guinea; Spain; *Students Evaluation of Educational Quality

H. W. Marsh's monograph (1987) on students' evaluations of teaching effectiveness in higher education is summarized. The research, which emphasized the construct validity approach, led

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; Cognitive Tests; Computer Assisted Testing; Higher Education; *Individual Differences; *Induction; Intelligence; *Perception; Performance; Predictor Variables; Psychometrics; *Thinking Skills; *Undergraduate Students
IDENTIFIERS- General Intelligence

The relationship between perceptual structure and individual differences in cognitive ability was studied through a computerized inductive reasoning task performed by 100 college undergraduates at Cleveland State University (Ohio). Measures included two psychometric tests and a set of four computerized cognitive tasks. Two components of perceptual structure were defined and measured: intrastimulus, and interstimulus dimensional structure. Intrastimulus (within stimulus) structure was a measure of individual stimulus complexity. Interstimulus structure was a measure of relationships between two or more multidimensional stimuli. Within interstimulus structure, two separate component structures were identified: amount and form. Amount was the quantitative component, a measure of the information load of the matrix. Form was the relational component, and reflected a level of predictability among stimulus dimensions in the matrix. Results indicate that changing dimensional structure between stimuli was an important factor in the prediction of individual differences in intelligence. Separate parameters of interstimulus form and amount were identified as independent predictors of individual differences in ability; interstimulus form was most highly related to individual differences in general cognitive ability. Results support the structural model of F. L. Royer (1978) and are consistent with interpretations of C. E. Spearman's (1923) qualitative model of mental ability as a model of perceptual processing. Two tables, three figures, and one appendix amplify the study. There is a 60-item bibliography. (Author/SLD)

ED 338 647 TM 017 346

Rhode Island Public Schools 1989 Education Indicators: Education Outcomes, Community Context, Policies and Practices.
PUB DATE- Jan 90
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Attendance; *Community Characteristics; Educational Finance; Educational Policy; Educational Practices; Elementary Secondary Education; Enrollment; Graduation; *Outcomes of Education; *Public Schools; School Demography; *School Districts; State Programs; Statistical Data; Student Evaluation; Tables (Data); Testing Programs; Test Results
IDENTIFIERS- *Educational Indicators; *Rhode Island; Status Reports

Information on the status of Rhode Island public schools is provided in the form of educational indicators of three types: (1) education outcomes; (2) community context; and (3) policies and practices. Education outcomes are student testing and other measures of student success. Included are student results on the Metropolitan Achievement Test, graduation rates, and attendance rates. Community context indicators describe the characteristics of a community, including demographic, enrollment, and financial resource items. These provide a framework in which education outcomes can be evaluated.

referenced tests. In April 1991, 34,676 students in grades 1 through 8 took the Iowa Tests of Basic Skills, while 11,645 students in grades 9 through 12 took the Tests of Achievement and Proficiency. Other tests administered district-wide and reported only at the individual level were: (1) the Metropolitan Readiness Tests (5,695 students in grade 1); (2) the Computer Literacy Test (3,934 students in grade 6); (3) TAAS practice tests (30,150 students in grades 3 through 6); and (4) end-of-basal tests (8,300 students in grades 3 through 6). Students generally scored above the average on national examinations, and continued to show improvement, with achievement of Blacks and Hispanic Americans improving at a faster rate than that of other students. Thirty figures are provided, and nine attachments present 38 pages of tables of results. Five references are included. (SLD)

ED 338 666 TM 017 462

Description of the MEAP Proficiency Scales. Massachusetts Educational Assessment Program.
PUB DATE- Nov 90
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Educational Assessment; Grade 4; Grade 8; Grade 12; Intermediate Grades; Knowledge Level; Mathematics Tests; Matrices; Multiple Choice Tests; *Rating Scales; Reading Tests; Scaling; School Districts; Science Tests; Secondary Education; Social Studies; *State Programs; Testing Programs; *Test Items; Test Use
IDENTIFIERS- *Massachusetts Educational Assessment Program; Open Ended Questions

The Massachusetts Educational Assessment Program (MEAP) was established in 1985 to compare academic achievement among schools and districts and to give curriculum and instructional guidance. Biennially, it tests all students in grades 4, 8, and 12 in reading, mathematics, science, and social studies. Using a matrix sampling design, each student answers a small proportion of the total number of multiple-choice questions that cover all aspects of the curriculum, and a sample of students answers open-ended questions that require the application of knowledge and understanding in different contexts. When scaled scores are reported to schools, they allow comparison, but they give no information about what students can actually do. To correct this limitation, proficiency levels were developed to describe students' performance on a scale where different skills have been identified by experts as defining a given level. By implication, the description for each level defines what students at the lower levels cannot do. The proficiency levels are defined for the four subject areas at the three grade levels, and a sample question is given for each level. (SLD)

ED 338 667 TM 017 463

The 1989 Massachusetts Educational Assessment Program: Description of Test Content and Reporting Categories.
PUB DATE- Sep 89
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

both empirical analysis through studies and expert analysis by panels of knowledgeable individuals have a place. The implications of this definition of technology assessment for short-term and long-term studies are discussed. Three tables and two figures are provided. A 25-item list of references is included. (SLD)

ED 338 684 TM 017 505

Baker, Eva L.
Higher Order Assessment and Indicators of Learning. CSE Technical Report 295.
PUB DATE- Sep 89
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Measurement; *Educational Assessment; Elementary Secondary Education; *Learning; *Measurement Techniques; Models; Scoring; *Student Evaluation; *Test Construction; Test Theory; *Thinking Skills; Writing Evaluation
IDENTIFIERS- *Educational Indicators

The renewed attention to assessments that attempt to capture complex aspects of educational attainments of students is explored. The definition and impetus for attention of the measurement community to higher order thinking skills are examined. Through a detailed description, a model assessment development process is presented. The process relies on strong theory, but is firmly grounded in concerns for subject matter validity, feasibility, and credibility. An illustrative example of the development of sophisticated scoring approaches to be used to assess the quality of content in a student's writing leads to a discussion of educational indicators as a way of providing a context for results of new measures. A content scoring rubric is described, which incorporates use of prior knowledge, principles, facts and events, problems/premises, text information, interrelationships, and misconceptions. An example of the development of new curriculum indicators is included to demonstrate the complexity and utility of such efforts. Educational indicators, characteristics of indicator systems, and indicators as the context for higher order thinking are considered. An 88-item list of references is included. (SLD)

ED 338 685 TM 017 510

The Oklahoma Report: An Update on Education.
PUB DATE- Jan 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Change; Elementary Secondary Education; Evaluation Utilization; Graphs; Recognition (Achievement); *School Statistics; *Standardized Tests; State Legislation; State Norms; *State Programs; Tables (Data); *Testing Programs; Test Results
IDENTIFIERS- *Educational Indicators; *Oklahoma

Information about education in Oklahoma beginning with the 1989-90 school year and continuing through December of 1990 is presented in a concise and usable format. This document is an overview of information useful to the public. Sections include: (1) common education recognitions and achievements; (2) 1990

Estimates of biodata reliability vary greatly with the content of items included. Predictive validity has been established for biodata over a variety of occupations. Care must be taken in constructing biodata inventories to reduce the potential for adverse impacts. There are four references. (SLD)

ED 338 703 TM 017 564

Davey, Lynn; Neill, Monty
The Case against a National Test. ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 4p.; Paper based on testimony presented by M. Neill to the Subcommittee on Select Education, House of Representatives.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Change; Educational Improvement; Educational Policy; Educational Practices; Elementary Secondary Education; Multiple Choice Tests; *National Programs; *Standardized Tests; *Testing Problems; Testing Programs; Test Use
IDENTIFIERS- ERIC Digests; *Performance Based Evaluation

This document argues that current efforts to establish a national test to measure progress toward the nation's educational goals will inhibit, rather than advance, educational reform. Proponents of a national test have asked for single, primarily multiple-choice tests, or for performance assessments to measure progress toward the nation's educational goals, but national testing proposals are based on the fallacy that measurement will induce positive change in education. Evidence from standardized examinations in the United States has not confirmed improvement resulting from multiple-choice testing. Performance assessments offer the possibility of real improvement, but should not be transformed into a national examination system at this time. Several issues should be resolved before it is reasonable to consider a national system: (1) the lack of consensus on practices and outcomes; (2) the fact that testing alone will not improve education; and (3) the need to address equity, an overall education information system, a test of the technology and benefits of score comparison, who will be in charge, and the consequences of a national standard-setting body. The following steps are recommended to improve education and assessment: (1) the Federal Government should assist states and districts with the development of performance assessments, teacher education and staff development, and the development and dissemination of model curricula, standards, and assessments; (2) re-examine cases in which the Federal Government requires multiple-choice testing, particularly for the Chapter 1 program; (3) consider assessment not in isolation but as part of a comprehensive educational information system; and (4) require that any assessment system be evaluated on the basis of extensive experience at the state and district levels. It is concluded that school reform, not more testing, is what students need. There are three references. (SLD)

ED 338 704 TM 017 565

Glaser, Robert; Resnick, Lauren
National Research Center on Student Learning. ERIC/TM Digest.

education has gravitated toward "de facto" national minimum expectations, with curricula focusing on low-level reading and arithmetic skills and on small amounts of factual material in other content areas. Most current assessment methods cannot determine if students are acquiring the skills/knowledge they need to prosper in the future. These assessments reinforce the emphasis on low-level skills and processing bits of data rather than on problem solving and critical thinking. It is concluded that high national education standards and a voluntary linked system of assessments are desirable and feasible mechanisms for raising expectations, revitalizing instruction, and rejuvenating education reform efforts for all American schools and students. The NCEST will work toward local commitment to high national expectation for achievement for all students, and toward developing Federal, state, and local policies that ensure high quality resources (instructional materials and well-prepared teachers). Acknowledgments; authorization for the NCEST; public comments; the six national education goals; and reports of the standards, assessment, implementation, English, mathematics, science, history, and geography task forces of the NCEST are appended. (RLC)

ED 338 722   UD 028 249

Means, Barbara, Ed.; Knapp, Michael S., Ed.
Teaching Advanced Skills to Educationally Disadvantaged Students. Data Analysis Support Center (DASC) Task 4. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 91
NOTE- 213p.; For the six papers that comprise this document, see UD 028 250-262.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Children; *Compensatory Education; *Curriculum Development; Disadvantaged Youth; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Mathematics Skills; Models; Reading Comprehension; Remedial Instruction; Research Reports; *Teaching Methods; *Thinking Skills

This document comprises six papers that discuss teaching advanced skills to educationally disadvantaged students. An introductory paper, "Models for Teaching Advanced Skills to Educationally Disadvantaged Children" (B. Means and M. S. Knapp), synthesizes the themes that characterize the collection of papers as a whole, and discusses general issues of implementation. The following papers are included: (1) "Learning Dialogues To Promote Text Comprehension" (A. S. Palincsar and L. J. Klenk); (2) "Teaching Writing to Students at Risk for Academic Failure" (M. Bryson and M. Scardamalia); (3) "Schoolwide Programs To Improve Literacy Instruction for Students At Risk" (R. Calfee); (4) "Using Children's Mathematical Knowledge" (P. L. Peterson, E. Fennema, and T. Carpenter); (5) "Thinking in Arithmetic Class" (L. B. Resnick, V. Bill, S, Lesgold, and M. Leer); and (6) "A Cognitive Apprenticeship for Disadvantaged Students" (A. Collins, J. Hawkins, and S.M. Carver). Each paper is followed by a discussion, written by an individual with extensive direct experience in classrooms of disadvantaged students. Educational practitioners are now being asked to address the more advanced skills of reading comprehension, mathematical reasoning, and written composition. The papers focus on providing practitioners with concrete, realizable models for teaching to boost morale generally and encourages residents to organize and improve their communities. Six graphs are appended. (JB)

ED 338 740 UD 028 358

Ponessa, Joan M.
New Jersey's Urban Graduates: Race/Ethnicity and Gender Issues.
PUB DATE- Sep 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Data Collection; Dropout Research; Dropouts; Enrollment; Ethnic Groups; Ethnicity; *High School Graduates; High Schools; *Minority Groups; Newsletters; *Racial Differences; School Districts; *School Statistics; *Sex Differences; Statistical Data; *Urban Schools; White Students
IDENTIFIERS- *New Jersey

The numbers of students receiving a high school diploma in New Jersey and differences in graduation rates for males and females and for minority and non-minority students are examined. Conclusions are based on graduation totals reported by the school districts. In the country as a whole, 71% of all students receive a high school diploma by age 18 years. A review of data from 15 of the largest school districts in New Jersey (almost 20% of the state's public school enrollment) indicates that only 65.9% of males have completed high school when aged 18 to 19 years, in contrast to 77.1% of females in the same age group. The gender tilt in graduation totals exists almost exclusively in the five large urban districts. These schools are characterized by a high ratio of minority enrollment. A study of 5 of the 15 districts targeted shows a dramatic drop in school continuation from grade 7 to grade 12. Specific recommendations centering around better data collection are made to make more information about dropouts available. Better evaluation programs and mentoring programs for students are included among the recommendations for New Jersey schools. Four tables present study data. (SLD)

ED 338 741 UD 028 359

Flugman, Bert; And Others
Training Transition Linkage Coordinators for Urban High Schools. Final Report 1988-1991. CASE No. 12-91.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Jun 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Counselors; *Counselor Training; *Disabilities; Elementary School Teachers; Graduate Students; High Risk Students; *High School Graduates; High Schools; Inservice Teacher Education; Job Training; Program Evaluation; Secondary School Teachers; Special Education; Staff Development; *Transitional Programs; *Urban Schools
IDENTIFIERS- *New York City Board of Education

The training program for transition linkage coordinators (TLCs) was initiated in 1988 as a staff development program for persons in the New York City (New York) schools designated to help young people with disabilities make the transition from high school to the working world or to institutions of higher learning. Those selected as TLCs come from special education,

Negroni, Peter J.
The Urgency for Change: School Reform and Quality Education for Hispanic Youth. Publication No. 90-03.
PUB DATE- Oct 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Cooperative Programs; *Disadvantaged Youth; Early Intervention; *Educational Change; Educational Quality; Elementary Secondary Education; Equal Education; *Hispanic Americans; Institutional Evaluation; Parent Participation; Public Schools; *State Legislation; Teaching Methods; Thinking Skills; Urban Schools; *Urban Youth
IDENTIFIERS- Latinos; *Massachusetts

This paper looks at the successful initiatives and unforeseen problems that have arisen in Massachusetts public education since the passage of the Public School Improvement Act of 1985, with a focus on the needs of Hispanic Americans. There is overwhelming evidence that the specific needs of Hispanic Americans are neither being identified nor met by the three major reform initiatives that have been introduced in the areas of state-parental choice, privatization of schools, and site-based governance. In view of the estimated future need for skilled workers, the business community has begun to spend resources on basic skills education and advanced training for employees or to form alliances with schools. The paper suggests the following planning efforts to address Latino needs: (1) early intervention programs; (2) parent training and involvement; (3) linkages with colleges and universities; (4) personalized and cooperative learning and peer tutoring; (5) involvement of community and human service agencies; (6) state regulations requiring school improvement plans and data profiles; (7) planning for mastery of higher-order thinking skills; (8) recognition that school effectiveness can be measured in ways beyond standardized tests; (9) incorporation of research findings on tracking, ability grouping, retention, suspension, and bilingual education; (10) implementation of a state-supported affirmative action program that attracts Hispanic professionals; (11) equal funding access to education; (12) creation of a statewide Hispanic Advisory Council; and (13) support for programs that work. This document contains 55 references. (JB)

ED 338 761 UD 028 385

Wheelock, Anne E.
The Status of Latino Students in Massachusetts Public Schools: Directions for Policy Research in the 1990's. Publication No. 90-01.
PUB DATE- Oct 90
NOTE- 44p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Access to Education; *Disadvantaged Youth; Dropouts; Educational Change; *Educational Policy; Elementary Secondary Education; *Equal Education; *High Risk Students; *Hispanic Americans; Policy Formation; Public Schools; School Holding Power; Social Status; Spanish Speaking; Urban Education

ED 338 779 UD 028 410

Black, Maggie
Philippines: Children of the Runaway Cities. Innocenti Studies. The Urban Child in Difficult Circumstances.
PUB DATE- 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Childhood Needs; Child Labor; Children; Childrens Rights; Child Welfare; Delivery Systems; *Economically Disadvantaged; Foreign Countries; *Homeless People; Poverty; Program Development; *Runaways; Social Problems; Urban Culture; Urban Problems; *Urban Youth
IDENTIFIERS- *Philippines

This publication represents the first report tailored to a non-specialist audience from an extensive case study in the Philippines, one of five country studies selected as the first project of the Urban Child Program of the United Nations Children's Fund (UNICEF) International Child Development center. The Philippines study focuses explicitly on street children and how they relate to the community. Children "on" the streets, away from their families in the day and earning money at a young age, and children "of" the streets, essentially abandoned by their families, are considered. This report describes the ways different aspects of the culture of urban poverty impinge on urban childhood. The case study of an urban boy illustrates the interactions between economic necessity and family expectations that the child will bring in income at an early age. Programs that reach out to disadvantaged children must provide for many types of needs. Society must make it possible for the family in poverty to extend the childhood dependency period at least through the school years. Many improvements have been made in conditions for children in cities in the Philippines, but much remains to be done. Seventeen photographs and a list of 11 sources are included. (SLD)

ED 338 780 UD 028 411

Mincy, Ronald B.
Underclass Variations by Race and Place: Have Large Cities Darkened Our Picture of the Underclass? Research Paper.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Feb 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Demography; Economically Disadvantaged; Ethnic Distribution; *Hispanic Americans; Inner City; *Lower Class; Minority Groups; Poverty; *Racial Composition; Research Problems; Social Problems; *Urban Areas; Urban Problems; *Whites

The term "underclass" is often used to describe concentrations of inner-city Blacks in urban neighborhoods where social problems are common, mostly in large metropolitan areas. The most widely used empirical measurements of underclass are the spatial concentrations of poverty and social problems. Characterizing the underclass as almost entirely a minority problem may result from focusing on large metropolitan areas. There is uncertainty

Edward Hitchcock, a scientist, who published works about geology and botany in Massachusetts. Orra Hitchcock did the illustrations for these publications. She continued to create works of art until she was involved in an accident in 1885 and was unable to continue. (KM)

ED 338 549 SO 021 770

Fitzpatrick, Virginia
Thinking about Art History as an Inquiry Course.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Criticism; *Art Education; *Art History; Artists; Higher Education; *Independent Study; *Inquiry; *Integrated Curriculum; Language Arts; *Research Skills; Secondary Education; Social Studies; Visual Arts

An inquiry method for learning art history assumes that students will be more interested if they conduct their own research about artists, works of art, and cultures. The collection of the following types of information will help guide their inquiry: description of the work of art, techniques and materials used, where the artist lived, purpose of the artist or patron, education of the artist and influential teachers, culture at the time of creation, and other things or events that influenced the artist. Students can locate some of this information in traditional art textbooks but other methods can encourage them to look further. Files should be created using magazine/newspaper articles, reproductions of works of art, museum catalogs, and leaflets. These files can be expanded to by the students. Study of art history also can be correlated with other subjects including social studies and language arts. (KM)

ED 338 550 SO 021 771

Crosbie, Helen
Visual Thinking Patterns. Teaching Guide.
PUB DATE- 85
NOTE- 48p.; Two-thirds of the document is composed of drawings and paintings which may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ability Identification; *Art Education; Art Expression; *Creative Development; *Creativity; Design Preferences; *Educational Philosophy; Elementary Secondary Education; Individual Needs; Self Expression
IDENTIFIERS- Visual Thinking

Theories and techniques for fostering creativity are described because all students, regardless of intelligence or talent, have artistic ability that should be developed. Four basic visual viewpoints have been identified: the expressive colorist, the hands-on formist, the neat observant designer, and the pattern-oriented draftsperson. These visual thinking patterns influence how a child will learn best and what teaching approaches will succeed most. With the aid of 80 encourage increased output from the system and that seek to diminish the threat to the welfare of any of the institutional participants in the partner school model. (IAH)

ED 338 570 SP 033 335

Womack, Sid T.
"Common Sense" vs. Reality.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alternative Teacher Certification; Classroom Communication; Classroom Techniques; *Decision Making; Discipline; *Educational Policy; Educational Research; Elementary Secondary Education; Extended School Year; Grade Repetition; *Research Utilization; *Theory Practice Relationship

Although there is much scientific research available to guide educational decision making, decision making based on prevailing conventional wisdom continues. Five areas are conspicuous for relying on this type of decision making. First, grade retention has been shown in over 600 studies to be detrimental to the child, yet the conviction persists that a child who has not performed well in first grade should be retained. Second, if teachers have the knowledge and students want to learn, common sense would dictate that teachers should talk all the time and have the student remain silent, but over 500 studies show that total student silence is not the optimum method for learning. Third, a longer school year is assumed to be better, yet standardized tests are given in March or April, the time of peak student performance. Fourth, more rules are assumed to be better, yet studies on classroom management show that the optimum number of rules to be announced and enforced is five to seven. Finally, the teaching profession has been through the alternative certification cycle over and over when teacher demand exceeds teacher supply. Over time a concentration of teachers without pedagogical training has proved to be detrimental, yet alternative certification practices continue. (LL)

ED 338 571 SP 033 337

Mentoring Handbook.
SPONS. AGENCY- Alice and Patrick McGinty Foundation, Beachwood, OH.
PUB DATE- 91
NOTE- 62p.; For related documents, see SP 033 338-339.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; *Educational Objectives; Higher Education; High Schools; Inservice Teacher Education; Intermediate Grades; Junior High Schools; *Mentors; Middle Schools; Preservice Teacher Education; *Student Teachers; *Teacher Role; Teaching Experience
IDENTIFIERS- East Longmeadow School District MA; *Professional Development Schools; University of Massachusetts Amherst

The East Longmeadow/University of Massachusetts Professional Development School collaborative began in 1985 as a

Contextual Effects on the Self-Efficacy of High School Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Classroom Environment; Collegiality; High Schools; Low Achievement; Predictor Variables; *School Organization; *Secondary School Teachers; *Self Efficacy; Teacher Attitudes; *Teacher Effectiveness; *Teaching Conditions
IDENTIFIERS- California; Michigan

This study was conducted to examine high school teachers' perceptions of self-efficacy and ways in which self-perception is affected by: (1) differences in the characteristics of classes taught; (2) differences in the organizational environments in which teachers work; and (3) interactions that neutralize the negative effects of difficult classes. Data were gathered in a sample of 14 urban and suburban high schools in California and Michigan. A questionnaire was mailed to all teachers and included a series of questions on: perceptions of self-efficacy for each class taught; the characteristics of each class; personal and professional background; and the organizational setting of the school. The final sample included 263 teachers who provided information about 1,026 classes taught. Findings suggest that different levels of self-efficacy result from different classes and depend on: (1) preparation and knowledge of subject matter; (2) the ability of students; (3) student engagement; (4) collaboration with colleagues; and (5) increased teacher control over working conditions. The data imply that assignment of teachers to low-track classes presents challenges that make it difficult for them to maintain elevated perceptions of self-efficacy. This is true particularly of the most advantaged teachers (highly educated and white). (LL)

ED 338 591 SP 033 396

Sandholtz, Judith Haymore
Demands, Rewards, and Effort: A Balancing Act for Teachers.
PUB DATE- Oct 90
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Education; Case Studies; Departments; English Instruction; High Schools; *Incentives; Intellectual Disciplines; *Job Satisfaction; Mathematics Instruction; Rewards; Science Instruction; *Secondary School Teachers; *Teacher Burnout; *Teacher Persistence; Teacher Responsibility; *Teaching Conditions; Teaching Load
IDENTIFIERS- *Job Stress

Studies of teacher satisfaction and workplace conditions generally have focused on the level of the profession or the school site, not on the smaller units within a school or the variations of the work environment within them. This study addresses three limitations of previous research. First, it introduces a theoretical perspective on the balance/imbalance between demands and rewards. Second, it examines within-school variations in workplace conditions and their consequences for teachers. Third, it identifies a range of teacher responses to dissatisfaction, short of actual departure. The research design centered on case studies of four departments (English,

ED 338 610 SP 033 422

O'Bryant, M. C.
Making It as a Sports Official.
PUB DATE- 91
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Apprenticeships; *Athletics; *Employment Opportunities; Occupational Information; Professional Associations; *Professional Training; Vocational Education
IDENTIFIERS- *Career Information; *Sports Officials; Sports Officiating

The purpose of this text is to offer information, including career development strategies, about sports officiating, an occupation that attracts little attention as a source of employment. The book presents fundamental techniques for building successful careers as qualified sports officials and illustrates how sports officiating can be taken from the hobby status to a profit-oriented business. Following the author's preface, the text is organized into 10 chapters: (1) Myths About Officiating; (2) Professional Affiliation (Choosing the Right Association); (3) Rules and Mechanics; (4) Thinking Like an Official; (5) No Harm, No Foul (No Calls Are the Unpublished Trade Secrets of Professional Sports Officials); (6) The Employment Picture; (7) Official Business (The Best Way to Make a Career Last Is To Put Business First); (8) A Four-year Apprenticeship Program for Sports Officials; (9) Communications; and (10) State and Local Associations. A glossary of sports officiating terms concludes the volume. (LL)

ED 338 611 SP 033 424

Broyles, India L.
Transforming Teacher Leadership through Action Research.
PUB DATE- Apr 91
NOTE- 22p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Portsmouth, NH, April 25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Elementary Secondary Education; Graduate Study; Higher Education; *Leadership Training; Participative Decision Making; Practicums; *Problem Solving; *Teacher Education Programs
IDENTIFIERS- *Strategy Choice; University of Southern Maine

The University of Southern Maine offers a Master's degree in Instructional Leadership designed to prepare educators for the demands of working with others to promote educational excellence. Two themes of the program focus on: problem finding--the disposition to scrutinize aims as well as means; and a valuing of and practical experience with action research. During the program, the teacher leader identifies a problem pertaining to educational leadership and formulates a leadership strategy related to a solution. This study looks at the growth of leadership in the context of this action research project; specifically, the strategies that teacher leaders select in such a research project and how teacher leaders view to the development of the Students' Evaluations of Educational Quality (SEEQ) instrument. Factor analysis resulted in identification of nine SEEQ factors--learning value, instructor enthusiasm, organization, individual rapport, group interaction, breadth of coverage, examinations and grading, assignments and readings, and workload difficulty. The analysis encompassed 5,000 classes conducted for five groups of courses selected to represent diverse academic disciplines at the graduate and undergraduate levels. Instructors evaluated their own teaching effectiveness on the same SEEQ form as that completed by their students. Tertiary students from different countries evaluated teaching effectiveness with the SEEQ. Use of the instrument indicates that class-average student ratings are: (1) multidimensional; (2) reliable and stable; (3) primarily a function of the instructor rather than of course content; (4) relatively valid against a variety of indicators of effective teaching; (5) relatively unaffected by a variety of variables hypothesized as potential biases; and (6) perceived as useful feedback by faculty about their teaching, by students for use in course selection, and by administrators for use in personnel decisions. Eight data tables and one flowchart are presented. (TJH)

ED 338 630 TM 013 083

Young, John W.
Adjusting the Cumulative GPA Using Item Response Theory.
PUB DATE- 89
NOTE- 20p.; Doctoral Dissertation, Stanford University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Admission Criteria; College Entrance Examinations; *College Freshmen; *Equated Scores; Factor Analysis; Grade Point Average; *Grading; Higher Education; *Item Response Theory; *Predictive Validity; Universities
IDENTIFIERS- Graded Response Model; Partial Credit Model; Stanford University CA; *Universal Scale for Grades

The development of a valid measure of academic performance through the application of existing statistical methodology in a new manner was studied. Focus was on analyzing the predictive validity of traditional pre-admissions measures in determining overall academic performance in college. This new criterion, termed a Universal Scale for Grades, is used to determine the predictive validity of certain pre-admissions measures for a particular cohort of students at one university. Two item response theory (IRT) models--G. N. Masters' (1982) Partial Credit Model, and F. Samejima's (1969) Graded Response Model--were used in this study. As far as known, this study represents the first application of IRT methodology to the problem of equating grades from different courses to a common scale. Data were taken from the undergraduate admissions office and the registrar's office at Stanford University. The sample consisted of all 1,564 students entering Stanford as freshmen in the autumn quarter of 1982. The database consisted of verbal and mathematics scores on the Scholastic Aptitude Test, College Board Achievement Test scores, high school grade point averages, rank in and size of high school class, and admissions staff assigned academic rating and non-academic rating. Only those records in course files that contained a letter grade were used. Principal factor analysis and validation results indicate that use of the IRT models to create more reliable measures of academic performance shows promise. (TJH)

Indicators of policies and practices provide descriptions of programs, organization, regulations, and budgets in operation. These indicators are the results of decisions made by officials; they are subject to change if the need arises. Indicators are presented in three tables each for the state as a whole and for Rhode Island's 37 school districts. (SLD)

ED 338 648 TM 017 347

Cooper, Karen; And Others
Rhode Island Public Schools Education Indicators, 1990.
PUB DATE- Jan 91
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Attendance; *Community Characteristics; Educational Finance; Educational Policy; Educational Practices; Educational Trends; Elementary Secondary Education; Enrollment; Graduation; Graphs; *Outcomes of Education; *Public Schools; *School Districts; State Programs; Statistical Data; Student Evaluation; Tables (Data); Testing Programs; Test Results; Trend Analysis
IDENTIFIERS- *Educational Indicators; *Rhode Island; Status Reports

This report, fourth in an annual series, presents information about the status of public schools in Rhode Island. Three types of indicators are provided: (1) education outcomes; (2) community context; and (3) policies and practices. Education outcomes include results of student testing on the Metropolitan Achievement Test and other measures of student success. Outcome information is also given across multiple years to document educational trends. Community context indicators include demographic, enrollment, and financial resource information about a community that serve as a framework for reviewing the outcomes of education. Indicators on policies and practices cover programs, organization, regulations, and budgets in operation. These factors reflect decisions administrators and policymakers have made; these can be altered if necessary. Indicators are presented in six bar graphs and three tables each for the state as a whole and for Rhode Island's 37 school districts. (SLD)

ED 338 649 TM 017 351

Cheung, K. C.
On Meaningful Measurement: Concepts, Technology and Examples.
PUB DATE- Sep 91
NOTE- 43p.; Paper presented at the Regional Symposium on Educational Testing (Beijing, China, September 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Measures; *Cognitive Measurement; *Educational Assessment; Educational Technology; *Epistemology; Foreign Countries; Heuristics; Item Response Theory; Learning Theories; *Mathematical Concepts; Metaphors; *Problem Solving; Test Use
IDENTIFIERS- Authentic Assessment

This paper discusses how concepts and procedural skills in problem-solving tasks, as well as affects and emotions, can be subjected to meaningful measurement (MM), based on a multisource model of learning and a constructivist information-

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; *Educational Assessment; Grade 4; Grade 8; Grade 12; *Instructional Improvement; Intermediate Grades; Mathematics Tests; Reading Tests; *Reports; Science Tests; Secondary Education; Social Studies; *State Programs; Test Construction; *Test Content; Testing Programs; Test Items
IDENTIFIERS- *Massachusetts Educational Assessment Program

The Massachusetts Educational Assessment Program (MEAP) is designed to improve curriculum and instruction in the public schools. The MEAP tests all students in grades 4, 8, and 12 in major curriculum areas biennially. The test is not designed to yield scores for individual students. This document describes the content of the assessment instruments at the different grade levels, without releasing secure test questions. For each of the four subject areas (reading, mathematics, social studies, and science) a general development framework is discussed. These frameworks give an overview of the focus of the tests by presenting the broad categories of content and processes characterizing the subject area domains for the purposes of MEAP assessment. The content dimension of each subject is then described by listing the concepts, ideas, and skills that would be included in the reporting categories or subtests. Numerous sample test questions are provided for each grade and each content category. (SLD)

ED 338 668 TM 017 465

Hughes, Kevin R.; Martray, Carl R.
Motivation Training with Preadolescents.
PUB DATE- Apr 91
NOTE- 22p.; This project was funded in part by a grant from the Kentucky Council on Higher Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attribution Theory; Causal Models; Comparative Analysis; *Elementary School Students; Intermediate Grades; *Motivation Techniques; Outcomes of Education; Persistence; *Preadolescents; Pretests Posttests; Program Evaluation; Quasiexperimental Design; Responsibility; Role Playing; Self Efficacy; *Student Motivation; *Training
IDENTIFIERS- Antecedent Attributions Test; Goal Setting; Preadolescent Motivation Inventory

This paper reports the outcomes of a motivation training program for preadolescents. The program consisted of activities, strategies, and 18 mini-lessons designed to enhance preadolescents' academic achievement motivation. Cartoon characters were used to present motivational concepts such as causal attributions, self-efficacy, persistence, confidence, and responsibility. Program activities included goal setting, role playing, using strategies, and reading and writing stories depicting motivational concepts. An evaluation of the program indicated that preadolescents who received motivation training obtained higher motivation scores than did preadolescents who did not receive training or were tested before training started. Subjects were 151 public elementary school students in grades 4, 5, and 6 who received the motivation training program. A control group of 200 students in a similar public elementary school did not receive the motivation training. The effectiveness of the training was assessed using a separate sample pretest-posttest quasiexperimental design with 60

school legislation; (3) educational evaluation, including results from nationally standardized tests; and (4) statistical information about the school system. Several students, administrators, and programs from the Oklahoma schools have gained recognition for achievements. Many educational reform efforts were the focus of legislation in 1990, ranging from finance to assessment. Key indicators of the U.S. Department of Education indicated that in 1988 Oklahoma ranked 32nd in high school graduation, 44th in current expenditures per pupil, and 28th in percentage of federal funds. In 1989, the state ranked 24th (out of 28) in scores in the American College Testing Program. In 1990, the state adopted the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency as measures of student achievement. Scores ranged from the 53rd through the 59th percentiles. Data relating to these and other indicators of education in Oklahoma are presented in 15 tables and 22 figures. Four appendices describe: (1) 1990 legislation; (2) benefits and cautions concerning the use of standardized tests; (3) the Oklahoma Graduation Test Program; and (4) student and professional staff minority representation. (SLD)

ED 338 686 TM 017 511

ACT Assessment Results: Summary Report, National, 1991.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; *College Entrance Examinations; College Preparation; Educational Trends; Ethnic Groups; Grade Point Average; High School Graduates; High Schools; *High School Seniors; National Norms; *National Programs; *Scores; Standardized Tests; Tables (Data); *Testing Programs; Trend Analysis
IDENTIFIERS- *ACT Assessment; Composite Scores; Enhanced ACT; Synopses

This report provides information about the performance of 1991 graduating seniors nationwide who took the American College Testing (ACT) Program Assessment as juniors or seniors. All the average scores in this report are on the scale for the Enhanced ACT Assessment, which was introduced in October 1989. Averages for 1987-89 are based on scores estimated from a concordance table linking the scales for the original ACT Assessment and the Enhanced ACT Assessment. Students who prepared academically by taking a core high school program scored higher on the ACT than those who did not take a core high school program. Efforts to improve the quality of the traditional college-preparatory core curriculum will probably have positive effects on average ACT scores of students who take that core curriculum. Eight tables of test results present the following data: (1) average ACT scores by type of high school program; (2) average ACT scores by type of high school program and racial-ethnic group; (3) trends in average ACT composite scores across 5 years by type of high school program and ethnic-racial group; (4) average ACT composite scores by type of high school program, racial-ethnic group, and annual family income; (5) average high school grade point averages; (6) expressed need for help with academics; (7) percentages of students choosing selected majors by graduation year and gender; and (8) trends in average ACT composite scores. (SLD)

ED 338 687 TM 017 512

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; Classroom Research; *Critical Thinking; Elementary Secondary Education; *Instructional Effectiveness; Knowledge Level; *Learning Processes; Problem Solving; Program Descriptions; *Research and Development Centers; Research Methodology; Research Universities; Student Evaluation; *Thinking Skills
IDENTIFIERS- ERIC Digests; *National Research Center on Student Learning; University of Pittsburgh PA

The work of the National Research Center on Student Learning (CSL) is described. The CSL, one of 23 national centers funded by the Office of Educational Research and Improvement, is an integral part of the Learning Research and Development Center of the University of Pittsburgh (Pennsylvania). The CSL conducts interdisciplinary research that informs and supports thinking-oriented education in the United States. CSL studies how instruction can encourage students to: (1) ask questions about what they learn; (2) invent new ways of solving problems; (3) connect new knowledge to information they already have; and (4) apply their knowledge and reasoning skills in new situations. Research focuses on metacognitive processes that teachers can nurture and encourage students' regulation of their own learning, and critical thinking and the elaboration of problems. The CSL is also working to build a knowledge base about the reasoning styles that are characteristic of different school subjects (history, science, geography, mathematics, and social sciences). Other lines of research explore: (1) domain-specific education; (2) students' prior knowledge; (3) social contexts of learning; and (4) connections between higher order learning skills and persistence or motivation. CSL research projects are organized into the three areas of: (1) strategies for thinking; (2) knowledge foundations for thinking; and (3) thinking in the classroom. (SLD)

ED 338 705 TM 017 566

Baker, Eva L.; Linn, Robert L.
The Center for Research on Evaluation, Standards, and Student Testing (CRESST). ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; *Educational Assessment; Educational Improvement; Educational Policy; Educational Quality; Educational Research; Elementary Secondary Education; Evaluation Criteria; *Research and Development Centers; Research Universities; *Student Evaluation; Test Construction; *Test Use
IDENTIFIERS- *Center Research Eval Standards Student Testing; ERIC Digests; Performance Based Evaluation; University of

advanced skills to students in elementary and secondary schools. Fourteen figures are included. (SLD)

ED 338 723 UD 028 250

Means, Barbara; Knapp, Michael S.
Models for Teaching Advanced Skills to Educationally Disadvantaged Children.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 91
NOTE- 23p.; In: "Teaching Advanced Skills to Educationally Disadvantaged Students" (see UD 028 249).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Role; Children; *Compensatory Education; Cultural Differences; Curriculum Development; Disadvantaged Youth; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Mathematics Skills; Problem Solving; Reading Comprehension; Remedial Instruction; Research Reports; Teacher Role; *Teaching Methods; *Thinking Skills

This paper summarizes the overall theme of a collection of six papers (each with separate commentary) inspired by research in cognitive psychology. The dominant approaches to instructing educationally disadvantaged children have focused on the teaching of basic skills, with little regard for the more advanced skills of reasoning, problem solving, and independent thinking. This collection of papers focuses on alternative models for teaching the advanced skills of mathematics reasoning, reading comprehension, problem solving, and composition. These models represent a new attitude toward disadvantaged ("at risk") learners. The following major themes underlie these approaches: (1) a new attitude toward the disadvantaged learner emphasizing intellectual strengths and accomplishments and acknowledging cultural differences; (2) reshaping the curriculum for relevance and emphasis on advanced skills; and (3) applying new instructional strategies. Specific recommendations are presented for individual teachers, staff developers, program planners and managers, and school and district administrators. A whole-school perspective will be necessary to implement these ideas. It is noted that these models are relevant for all learners, not merely the educationally disadvantaged. One figure and a 12-item list of references are included. (SLD)

ED 338 724 UD 028 251

Palincsar, Annemarie Sullivan; Klenk, Laura J.
Learning Dialogues To Promote Text Comprehension.
SPONS. AGENCY- Department of Education, Washington, DC.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- Mar 91
NOTE- 24p.; In: "Teaching Advanced Skills to Educationally Disadvantaged Students" (see UD 028 249).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dialogs (Language); *Discussion (Teaching Technique); Educationally Disadvantaged; Elementary Secondary Education; Group Discussion; Inservice Teacher Education; *Learning Processes; Reader Text Relationship; *Reading Comprehension; Remedial Reading

counseling, and work-study coordination. Over the 3-year period from 1988 to 1991, 78 individuals from 70 schools participated. Graduate credit was awarded for seminar participation. This report incorporates evaluation of the third project year with an overall review of the 3-year term. It is based on observations of representative seminars, post-session evaluations completed by participants, and comprehensive evaluations of the entire program by participants and program directors. The program offers a good mix of didactic and practicum experience for participants and provides them with a workable picture of the functions of a TLC. Providing graduate credits provides the opportunity for completion of outside assignments relevant to the program and the functioning of a TLC. Project staff and participants made a number of recommendations for program improvement. Appendices I and II are evaluations of the training programs of years 1 and 2. Appendix III contains two discussions of managing transition services more effectively. There are 19 tables in Appendix I. (SLD)

ED 338 742 UD 028 360

Storey, Sandra L.; Qualls, Jesse
Follow-up Study of High School Graduates: Survey of the Chicago Public Schools Class of 1989.
SPONS. AGENCY- Lloyd A. Fry Foundation, Chicago, IL.
PUB DATE- Jun 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Blacks; *Educational Attainment; Educational Planning; *Employment Experience; Ethnic Groups; Graduate Surveys; *High School Graduates; High Schools; Hispanic Americans; Minority Groups; Outcomes of Education; Parent Influence; Postsecondary Education; Racial Differences; Sex Differences; *Urban Schools; Vocational Education; *Vocational Followup
IDENTIFIERS- *Chicago Public Schools IL

This report provides baseline information on the education and employment activities of the class of 1989, the last class to graduate before the implementation of school reform in Chicago (Illinois). The survey prepared by the Chicago panel, asked graduates whether they were enrolled in school, whether they were employed, and where they were going to school or working. Graduates were asked about what prepared them, or did not prepare them, for higher education or work; and they were asked how much their plans were influenced by parents, teachers, counselors, and others. In all, 710 graduates out of a sample of 1,237 responded. About 85% of graduates were working, in school, working and in school, or in the military, but there were large differences in activities among members of different racial and ethnic groups. Black, Asian American, and Hispanic American graduates were less likely to be employed than were Whites. Fewer Black and Hispanic American male respondents were enrolled in school than were members of any other racial, ethnic, or gender group. Most respondents thought that high school should have placed more emphasis on basic academics and vocational programs. Graduates overwhelmingly indicated that their parents had influenced their plans a great deal. Recommendations by the Panel are included. There are 22 tables of survey data. Thirteen appendices present specifics about the survey questions and 13 additional tables. (SLD)

IDENTIFIERS- *Latinos; *Massachusetts

This paper focuses on educational policy issues in Massachusetts of concern to Latinos in areas of retention and achievement, with a goal of recommending policy research. Nationally, Hispanic American students are not served by current educational initiatives. Rather, this group bears the brunt of the dropout rates and low school achievement levels. Statewide statistics indicate that Latino students are likely to be placed in low-status courses and tracked outside of access to exam schools or college preparatory courses, raising doubts that Latino students have equal access to education. In addition, students who have been retained in one grade and students from non-English speaking homes tend to drop out of school. The following four tasks are suggested in response to the above findings: (1) create a voice for the interest of Latino students that requires policy makers to acknowledge the extent of Latino underachievement and disengagement; (2) assess the extent to which Latino students have access to programs designed to improve student achievement and retention; (3) define excellence in education for Latino children; and (4) continue to search for solutions already in effect through review of the literature. Data are displayed in 13 tables. This paper contains 43 references. (JB)

ED 338 762 UD 028 388

Stevens, Carla J.; And Others
An Evaluation of the Alternative Schools 1990-91.
PUB DATE- 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attendance; Dropout Prevention; Educational Assessment; *High Risk Students; High School Students; Intermediate Grades; Middle Schools; *Nontraditional Education; Program Evaluation; School Districts; *School Effectiveness; School Holding Power; Secondary Education; Student Characteristics; *Urban Schools; Urban Youth
IDENTIFIERS- *Houston Independent School District TX

The purpose of this report is to evaluate the seven alternative schools in the Houston (Texas) Independent School District by describing the students who were served by the programs, and by assessing the effectiveness of the programs in improving student academic performance and attendance. The following schools provide education to at-risk students in an effort to reduce their dropout rate: H. P. Carter Career Center, Contemporary Learning Center (CLC), Foley's Academy, Harper Alternative School, Harris County Youth Village, Houston Night High School, and Kay On-Going Education Center. All of these schools serve high school students, with Harper, Youth Village, and Kay having limited middle school components. CLC has the only alternative middle school. Ten research questions are proposed and answers are supplied in 10 sections, each of which discusses methodology and findings for one question. In summary, answers to the research show the following: (1) the schools offer a wide range of programs; (2) the referral and selection criteria are unique to each school; (3) enrollment is near capacity; (4) there is a high level of mobility among students; (5) demographic and academic characteristics vary from school to school; (6) the dropout rate is 23%, and 100 students graduated; (7) faculty and staff showed various levels of tenure and training; (8) the schools offer various benefits about the actual racial and ethnic compositions of the underclass. Analyzing differences in the spatial concentrations of poverty and social problems in small, middle-sized, and large metropolitan areas, and separating Hispanic Americans, non-Hispanic Blacks, and non-Hispanic Whites reveals the composition of the underclass more accurately. Data are analyzed from the Urban Institute Underclass Data Base, which contains tabulations from over 42,000 tracts from the 1980 census and over 34,000 in the 1970 census. As the size of the metropolitan area falls, the Black share of population in underclass neighborhoods falls, but the White and Hispanic American shares rise. If one looks beyond Chicago, New York, and Los Angeles, underclass neighborhoods are most likely to be populated by Blacks, then Whites, and then Hispanic Americans. By ignoring small and middle-sized metropolitan areas, scholars and journalists have ignored the White underclass. Statistical data are provided in 12 tables. There are 25 references. (SLD)

ED 338 781 UD 028 412

Cohen, Barbara E.; van Houten, Therese
Follow-Up of Youth Using Runaway and Homeless Youth Centers. Final Report.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Jun 91
NOTE- 201p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Child Advocacy; *Children; Counseling; Delivery Systems; Followup Studies; *Homeless People; *Outcomes of Treatment; Program Effectiveness; *Runaways; Rural Areas; Suburbs; Urban Areas; Urban Youth; Welfare Agencies; *Youth Agencies; Youth Problems
IDENTIFIERS- Service Delivery Assessment; *Shelters

There is an increasing body of literature about runaway and homeless youth, but few studies have investigated what happens to the youth after they use Runaway and Homeless Youth Centers (RHYCs). This study examines the services available and the impact these services have on the youth. Data are analyzed from a survey mailed to all RHYCs operated by federally funded grantees and their subsites. The response rate for the mail survey was 79 percent (269 RHYCs). Four in-depth site visits were made to RHYCs in rural, mid-size urban, and heavily populated urban areas (Cincinnati, Ohio; Cullowhee, North Carolina; San Fransisco, California; and Oklahoma City, Oklahoma). Each RHYC offers shelter. Other services usually offered include counseling, recreation, transportation, and advocacy, but a variety of services are available in different locations. On the average, 40 percent of youth served each night were runaways, while 18 percent including those awaiting foster care were considered homeless. Data from the youth served result from telephone interviews (approximately 121) examining the impact of RHYC services. At the time of the interviews, 105 of the youth reported that their lives were better than when they entered the RHYC, but a few found their lives more stressful and difficult. For some youth, the RHYC served as a timely safety valve. The youth's stay in an RHYC is generally brief, and it is not possible to describe its impact fully. It appears that many youth do not take advantage of follow-up services offered. RHYCs appear to help a majority of their clients, but much remains to be done to promote stable living situations. Statistical data are provided in 27 tables illustrations, the different perspectives can be identified. The materials and methods that work best with each thinking pattern are outlined. Most positive results occur when students are allowed to pursue projects in their own innate style. Most professional artists carry two viewpoints but one is always predominant and can be identified using these techniques. (KM)

ED 338 551 SO 021 772

Leonhard, Charles
Status of Arts Education in American Public Schools. Report on a Survey. Summary and Conclusions.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Attitude Measures; Dance Education; Data Collection; Drama; Elementary Secondary Education; *Fine Arts; *Music Education; National Surveys; *Public Schools; School Surveys; Theater Arts; Visual Arts
IDENTIFIERS- Discipline Based Art Education

A survey was conducted to determine a quantitative baseline on the status of music, visual art, dance and drama/theater education in U.S. public schools. A stratified random sampling technique was used and questionnaires were sent to 1,366 U.S. public schools seeking data about demographics, curricula, adequacy of instructional material, and information on support for arts education. Comparisons were made where possible with the 1962 survey conducted by the National Education Association. The results of these comparisons are documented separately for music and the visual arts at the elementary and secondary levels. Summaries of general information about arts education and the status of the four arts disciplines are described. A sampling of the conclusions reached include: (1) arts specialists are essential to the arts programs; (2) music educators need to expand their music program; (3) discipline based art education (DBAE) has broadened the thrust of visual arts programs; (4) more time needs to be allotted to the arts in elementary schools; and (5) increased funding is needed for all arts education programs. (KM)

ED 338 552 SO 021 773

Visual & Performing Arts Curriculum Guidelines for Washington Schools. Revised Edition.
PUB DATE- Apr 90
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Curriculum Development; *Dance; Drama; Educational Objectives; Elementary Secondary Education; Fine Arts; *Learning Processes; Multicultural Education; Music; State Curriculum Guides; *Theater Arts; Visual Arts
IDENTIFIERS- *Washington

This curriculum guide aims to provide a beginning process for developing a K-12 balanced, comprehensive, and sequential arts curriculum for all students. Dance, drama, music, and the visual arts are treated as distinct and separate disciplines although five common goals and corresponding learning process components have been identified. The goals include: (1)

collaborative effort to transform East Longmeadow High School into the equivalent of a teaching hospital for preservice teachers. Eventually Birchland Park Middle School (Massachusetts) joined the project. The objective has been to develop a professional development school (PDS) teacher education program that would allow university and school faculty to collegially design and carry out a rational student teaching experience for a cohort of student teachers at a PDS. The program has the following basic components: (1) placement of a cohort of student teachers at the PDS site; (2) developing a community of mentors; (3) on-site instruction for student and mentor teachers at the PDS site; (4) planning, assessment, and training workshops; (5) exchange of faculty resources; and (6) professional development projects carried out by individual and small groups of mentor faculty. This handbook is written for mentor teachers. It is designed to provide guidelines on the mentoring process and is based on the individual and collective experiences of the mentors in the East Longmeadow clinical site program. (IAH)

ED 338 572 SP 033 338

Seidman, Earl; And Others
East Longmeadow School District University of Massachusetts at Amherst Professional Development School: A Collaborative Effort.
SPONS. AGENCY- Alice and Patrick McGinty Foundation, Beachwood, OH.
PUB DATE- 91
NOTE- 29p.; For related documents, see SP 033 337-339.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Educational Change; Higher Education; Inservice Teacher Education; Intermediate Grades; Middle Schools; *Preservice Teacher Education; Program Descriptions; *School Role; Secondary Education; *Student Teaching
IDENTIFIERS- East Longmeadow School District MA; *Professional Development Schools; University of Massachusetts Amherst

The most important part of the teacher education program, the student teaching experience, typically receives the least coordinated conceptualization and collaboration between the key partners: the university and the schools. A clinical site, established in a high school or middle school on the model of a teaching hospital, can address two needs simultaneously: serving large numbers of students and providing a high quality teacher preparation experience. A clinical site can break down the characteristic isolation of the student teaching experience for both students and faculty. This program description provides an overview of the professional development school (PDS) project which was established in 1985 as a clinical site by the East Longmeadow (MA) School District and the University of Massachusetts at Amherst. Topics covered include: the need for clinical sites; recruitment and selection of students; the annual planning and development seminar for university faculty and cooperating clinical instructors; the end of the semester retreat for student teachers, cooperating clinical instructors, and university faculty; program implementation; program development and expansion; research, evaluation, and dissemination; and intended outcomes. (IAH)

ED 338 573 SP 033 339

mathematics, science, and business) within one high school. The sources of information for the study included observations, document analysis, and in-depth interviews of teachers, department heads, the principal, and the vice-principal of instruction. Findings suggest that when contributions begin to outweigh inducements, teachers take steps to reduce excessive demands; they make choices that affect both themselves and their students, often running counter to their own judgments of what makes an effective teacher. Unfavorable working conditions lead teachers to believe that their contributions are excessive, the ability to promote student growth limited, and psychic rewards unsatisfactory. (LL)

ED 338 592 SP 033 397

Siskin, Leslie Santee
Different Worlds: The Department as Context for High School Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; Comprehensive Programs; *Departments; *Educational Environment; High Schools; Institutional Characteristics; *Intellectual Disciplines; *School Administration; *School Organization; *School Policy; Secondary School Teachers

The purpose of this report is to explore the structuring of academic departments within contemporary comprehensive high schools. It begins with an argument for research on the organization of schools that takes account of the fact that high schools are fundamentally different structures from their elementary school counterparts and that departmental specialization and differentiation are key elements in understanding that difference. Two exploratory studies provide evidence of the department as the site of both a distinctive subject subculture within the school and a significant administrative unit of it. This departmental structure assists in organizing assumptions as well as needs and demands of particular interest in policy formation and implementation. Preliminary findings suggest: (1) departments form interconnected sub-groups within the school; and (2) it is at the department level that the potential for collegiality, collaboration, and shared goals within a high school seem most possible. (Author/LL)

ED 338 593 SP 033 399

Harnett, Anne Marie
Model Programs for Middle School Teacher Preparation. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Observation Techniques; Educational Philosophy; *Field Experience Programs; Higher Education; Intermediate Grades; Junior High Schools; *Middle Schools;

their success as leaders. Data were derived through: (1) an analysis of practicum reports wherein the leader identifies a problem pertaining to educational leadership and formulates a leadership strategy related to a problem solution; (2) a review of pertinent literature; (3) examination of site-specific factors that influence the problem or its resolution; (4) the formulation and implementation of a leadership strategy; and (5) the documentation and critical assessment of the applied leadership steps. The leadership strategies within the action research projects can be seen as relationships in the following categories: school/district administration; teachers; students; curriculum; parents; and other resources. (LL)

ED 338 612   SP 033 425

Zulich, Jan; And Others
Charting Stages of Preservice Teacher Development and Reflection in a Multicultural Community through Dialogue Journal Analysis.
PUB DATE- Apr 91
NOTE- 31p.; Based on a paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Autobiographies; Case Studies; Cultural Influences; Cultural Pluralism; *Dialog Journals; Elementary Secondary Education; Higher Education; Journal Writing; *Personal Narratives; *Preservice Teacher Education; *Student Development; *Teacher Education Programs; Teaching Experience
IDENTIFIERS- *Biographical Analysis; Reflective Analysis

This study was conducted in order to examine programmatic and personal dimensions that interact to shape a future teacher's beliefs and practices. The study charted stages of preservice teacher development through dialogue journal case study analysis of eight students representing divergent academic disciplines and cultural biographies. The preservice teachers passed through three discernible stages which parallel three program sections: (1) Introductory/Introduction to Education; (2) Intermediate/Content Area Reading/Writing; and (3) Immersion/Student Teaching. Dialogue journals written at these three stages demonstrated that preservice teachers' personal biographies interact with the other dimensions that influence them, such as discipline and the quality of preservice experience in the classroom, leading to an ability to negotiate and reflect on the competing demands of becoming a teacher. Some implications for teacher education programs and future research are that: programs should provide opportunities for preservice teachers to examine their own autobiographies in relation to stages of teacher development; and experienced teachers that might share their struggles to become skilled practitioners with those just starting out. (Author/LL)

ED 338 613   SP 033 426

Bowers, G. Robert
Ohio Teacher Supply and Demand 1991.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- 91
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

ED 338 631 TM 013 587

Frey, Karl; And Others
Do Curriculum Development Models Really Influence the Curriculum?
PUB DATE- 23 Sep 88
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Calculus; *College Curriculum; Comparative Analysis; *Curriculum Development; Curriculum Evaluation; *Engineering Education; Foreign Countries; Formative Evaluation; Higher Education; Instructional Development; *Instructional Materials; Introductory Courses; Material Development; *Mathematics Curriculum; Models; Qualitative Research
IDENTIFIERS- Switzerland

To investigate the hypothesis that the process of curriculum development affects curriculum outcomes, three curricula for the same purpose were developed, each using a different approach. The task was to improve the mathematics curriculum at a college of electrical engineering in Zug (Switzerland). The task, which involved developing an introductory calculus course, met criteria previously defined for an acceptable context. The following curricular models were chosen: (1) a naturalistic model, as defined by D. F. Walker (1971); (2) the curriculum-conference approach of K. Frey (1980); and (3) the situational approach of S. B. Robinsohn (1967). Quantitative analysis of these curricula involved the rating of 17 subcategories by eight postgraduate students in mathematics and psychology to examine the main hypothesis of no differences among the curricula. The curricula differed in 10 of 17 categories, supporting the assumption that curriculum development models influence outcomes. Qualitative comparison by five experts in science and mathematics education also indicated differences in the developed curricula, with one expert placing more emphasis on practical application, another emphasizing the participation of the future engineer, and the third giving somewhat more attention to the subject matter than to the student. Two data tables are included. (SLD)

ED 338 632 TM 014 025

ETS Policy Notes: News from the ETS Policy Information Center. Volume 1, Numbers 1-3, July 1988, March 1989, and June 1989.
PUB DATE- Jul 88
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Teachers; *Career Choice; *College Faculty; Doctoral Degrees; Educational Policy; Educational Research; *Educational Trends; Higher Education; *Human Capital; Minority Groups; Professors; School Holding Power; *State Standards; Student Interests

The first of three issues presents seven articles dealing with recent developments in educational research. The first article, "Black College Faculty: A Dwindling Resource," discusses the relative lack of black college teachers and the declining interst of new black Ph.D.s in careers in academia. The second article, "Introducing the ETS Policy Information Center," presents the Center's purpose, namely, to focus the capacity and resources of the organization on pressing educational processing theory of knowing. MM refers to the quantitative measurement of conceptual and procedural knowledge with qualitative interpretations that should be rooted in a theory of knowing, model of difficult learning, classroom realities, and educational objectives as intended in the programs of study. Knowledge of the problem and search spaces of learning tasks, cognitive and affective schemes, alternative conceptions, and cognitive and procedural barriers contribute to an informed understanding of measurement of the process of development of pertinent cognitive and affective structures and their linkages. Metaphors of pigtails, bamboo stems, and competence ladders are heuristics used to describe these structures and linkages. Quantitative requirements of measurement are elaborated, and associated methodology is described, including focus group interviews, network and latent trait analyses, and dual scaling. Examples based on empirical data are presented. The progression of competence and affective schemes, affordability of problem tasks, conformity of test responses with conceptual and measurement models, simultaneity of conceptualization of a measure, and requirements of specific objectivity are hallmarks of MM. An agenda for a research program is also presented. Six figures and four tables illustrate the discussion. A 54-item list of references is included. (SLD)

ED 338 650 TM 017 363

Bierschenk, Bernhard
The Schema Axiom as Foundation of a Theory for Measurement and Representation of Consciousness. No. 38.
PUB DATE- 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Epistemology; Foreign Countries; *Language Usage; *Measurement Techniques; *Schemata (Cognition); Visual Perception
IDENTIFIERS- Axiom Systems; *Consciousness; *Natural Language Processing; Text Processing (Reading)

In this study, the Kantian schema has been applied to natural language expression. The novelty of the approach concerns the way in which the Kantian schema interrelates the analytic with the synthetic mode in the construction of the presented formalism. The main thesis is based on the premise that the synthetic, in contrast to the analytic, proposition plays the central role in the measurement and representation of consciousness. It is assumed that the discontinuities in natural language production are the only reliable observations and that there is at present no other way in which these observations can be formalized. Despite the enormous number of textual elements and variations, it has been possible to demonstrate perspective and objective structures empirically as the result of a series of non-deterministic bifurcations of a dynamic vector field within euclidean space. By contrasting the captions to the picture series of the original "visual cliff" experiments with a narration produced in an experiment with a single subject, it was possible to show that the formalism can deal with alternative descriptions of the same system (experimental arrangement). On the basis of the given theoretical outline, a totally new comprehension of "text" and the underlying theoretical concepts related to the ecological approach to visual perception has emerged. Five figures illustrate the discussion. There is a 41-item list of randomly-selected students from each school. There were five fourth-graders, five fifth-graders, and five sixth-graders in each of four cells (15 students from each school at either pretesting or posttesting). Motivation was operationally defined as scores on the Antecedent Attributions Test and the Preadolescent Motivation Inventory. Five tables present study data. There are 32 references. (SLD)

ED 338 669   TM 017 468

Paredes, Vincente
Caution: Hazardous Grade. Publication Number 90.26.
PUB DATE- Mar 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Discipline Problems; Dropout Rate; Enrollment; *Grade 9; Grade Repetition; Graphs; High Risk Students; *High School Freshmen; High Schools; School Districts; Statistical Data; *Student Adjustment; Student Problems
IDENTIFIERS- *Austin Independent School District TX; *Transition Time

The transition to high school is a crucial time in a student's academic career. This summary is presented as a caution to students, parents, teachers, administrators, and the public to warn of some of the hazards of the transition year (grade nine). In 1989-90, ninth-graders in the Austin (Texas) Independent School District had the lowest percentage of passing grades and were the more likely to lose eligibility for extracurricular activities because of failure to pass all subjects each 6 weeks. Enrollment in grade 9 was much higher than projected because of the high retention rate in this grade. In spite of this high enrollment, attendance by ninth-graders is lower than that of other grades and there is a high number of students involved in disciplinary incidents. Data show that ninth-graders do not perform as well as do students in other grades on the Texas Educational Assessment of Minimum Skills (TEAMS). In addition, the highest dropout rate occurs in grade 9. One student in four drops out before finishing high school. Parents and teachers must take steps to help ninth graders adjust to the new academic and social demands of high school. Eight bar graphs illustrate grade 9 performance data. (SLD)

ED 338 670   TM 017 475

Coffman, William E.
Testing in the Schools: A Historical Perspective.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 25p.; Paper presented at a Conference on "Paths to Excellence: Testing and Technology" (Los Angeles, CA, July 14-15, 1983).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Educational Assessment; *Educational History; Educational Policy; Educational Research;

Snapshot '90: 1989-90 School District Profiles.
PUB DATE- Apr 91
NOTE- 584p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; *Profiles; *Public Schools; Rural Schools; School Demography; School Districts; School District Size; *School Statistics; *State Surveys; Student Characteristics; Tables (Data); Tax Effort; Teacher Characteristics; Urban Schools
IDENTIFIERS- *Texas

This annual statistical report provides a general overview of information related to Texas public schools for the 1989-90 school year. The document begins with "Statistical Highlights," which examines state-level data and discusses the major areas of administrative units, students, staff, and finance for the current year and for comparison with some previous years. The "Detailed Statistics" section provides extensive school district level information on the same major areas discussed in the opening "Highlights" section. Information is displayed in three parts: (1) 91 data items categorized by size, rural versus urban classification, property wealth per pupil, tax effort, and Education Service Center region; (2) tables showing the value of each data item at various percentiles of school districts (distribution statistics); and (3) values for all data items listed for each school district, followed by a state summary. There are 210 pages of tables in the district information. Three appendices contain data sources, notes for clarification, and a listing of Texas school districts in alphabetical order. Twenty-eight exhibits are provided. (SLD)

ED 338 688 TM 017 513

ACT High School Profile Report. HS Graduating Class of 1991, National Report. The High School Profile Report: Normative Data. A Description of the Academic Abilities and Nonacademic Characteristics of Your ACT Tested 1991 Graduates.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; *College Bound Students; College Entrance Examinations; College Preparation; Educational Trends; Ethnic Groups; Grade Point Average; *High School Graduates; High Schools; Majors (Students); *National Programs; *Profiles; *Scores; Sex Differences; Standardized Tests; Student Characteristics; Tables (Data); Testing Programs; *Test Norms; Trend Analysis
IDENTIFIERS- *ACT Assessment; Composite Scores

Statistics in this report reflect characteristics of 1991 graduates from a given school (individual data, however, are not provided in this sample) who took the American College Testing (ACT) Program assessment. A 5-year trend history of college-bound students is provided. The following tables are presented: (1) average ACT scores by academic preparation for ethnic groups; (2) average ACT composite scores by ability level for ethnic groups; (3) student satisfaction with the local high school; (4) mean ACT scores, frequency distributions, and cumulative percentages for males and females combined; (5) distributions of cumulative percentages for ACT standard subscores; (6) mean ACT scores and standard deviations

California Los Angeles

The Center for Research on Evaluation, Standards, and Student Testing (CRESST) attempts to advance the understanding of educational quality by research and development on the design, implementation, analysis, and use of assessment information. CRESST's research programs are directed at five major goals: (1) provide leadership to improve assessment policy and practice at the national, state, and local levels; (2) improve the quality, sensitivity, and fairness of student performance assessments; (3) improve the validity of models and indicators for judging the quality of schools; (4) improve understanding of assessment development, implementation, and effects as they occur in school practice; and (5) improve understanding of assessment policy and its contribution to educational improvement. An expanded set of criteria are being developed and refined for judging the validity of educational assessment. Research currently focuses on the following programs: (1) Program 1, building the infrastructure for improved assessment; (2) Program 2, designs for learning-based assessment (prototypes and models); and (3) Program 3, collaborative development and improvement of assessments in practice. The CRESST team is composed of researchers from the: (1) Center for Study of Evaluation at the University of California (Los Angeles); (2) University of Colorado; (3) RAND Corporation; (4) University of Chicago (Illinois); (5) University of California (Santa Barbara); and (6) University of Pittsburgh (Pennsylvania). (SLD)

ED 338 706   TM 017 567

Davey, Lynn
The Application of Case Study Evaluations. ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; Educational Assessment; *Program Evaluation; Program Implementation; Qualitative Research; *Research Methodology
IDENTIFIERS- ERIC Digests

Case study methods involve an in-depth, longitudinal examination of a single instance or event. They result in an increased understanding of why the instance happened as it did, and are especially well suited for generating, rather than testing, hypotheses. Six types of case studies are discussed, based on the framework of L. Datta (1990). For each, the type of evaluation questions that can be answered, the functions served, some design features, and some pitfalls are reviewed. Illustrative case studies are descriptive; they use one or two instances to show what a situation is like. Exploratory case studies are condensed case studies, which are undertaken before implementing a large-scale investigation. Critical instance case studies examine one or a few sites to study situations of unique interest or to test a generalized or universal assertion. Program implementation case studies help discern whether implementation is in compliance with its intent. Program effects case studies determine the impact of programs and provide some inferences about reasons for success or failure. Cumulative case studies aggregate data from several

IDENTIFIERS- Heterogeneous Classrooms; *Reciprocal Teaching; *Text Processing (Reading)

Reciprocal teaching is an instructional procedure designed to teach heterogeneous groups of learners, including the educationally disadvantaged, how to approach text in a thoughtful manner. In reciprocal teaching, teachers and students take turns leading discussions about shared text to achieve joint understanding through the application of the following four comprehension-fostering and comprehension-monitoring strategies: (1) question generating; (2) summarizing; (3) clarifying; and (4) predicting. Students are taught these strategies in a context that features dynamic interaction between students and teachers as well as among students. Teacher expertise is applied to diagnosis, instruction, modeling, and coaching at the same time that students are recruited to assume responsibility for their own learning from text. Transcripts of teachers' discussions with first-graders and seventh-graders are presented to illustrate reciprocal teaching. Reciprocal teaching is well-suited for use with children who have not yet mastered the decoding skills that a text may require. Suggestions are given concerning the preparation of both staff and students for participating in reciprocal discussions. Research shows that the following three factors are successful in providing sustained interest in reciprocal teaching: (1) instructional chaining and teacher-peer collaboration in inservice education; (2) alignment of instructional objectives with educational practices; and (3) an array of incentives. A 13-item list of references is included. The paper's discussant is Yolanda N. Padron in a training section entitled "The Use of Learning Dialogues in Teaching Reading Comprehension to At-Risk Students." (SLD)

ED 338 725   UD 028 252

Bryson, Mary; Scardamalia, Marlene
Teaching Writing to Students at Risk for Academic Failure.
PUB DATE- Mar 91
NOTE- 29p.; In: "Teaching Advanced Skills to Educationally Disadvantaged Students" (see UD 028 249).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; *Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; *High Risk Students; Learning Disabilities; Modeling (Psychology); *Remedial Instruction; Student Writing Models; *Teaching Methods; Thinking Skills; Writing (Composition); *Writing Instruction; Writing Strategies
IDENTIFIERS- Canada; Rhetoric of Epistemic

Cognitively-based writing instruction for educationally disadvantaged students is examined, focusing on epistemic writing. The object of epistemic writing is to inquire into a particular topic and to familiarize/persuade the reader with the fruits of the investigation. In reviewing the distinctions between novice and expert writers, two models of competence in written composition are apparent: the knowledge-telling approach of novice writers, and the knowledge-transforming strategies of expert writers. To foster a shift from the novice to expert, research suggests that the higher order thinking skills that underlie epistemic writing must be fostered. A specific writing environment, Monitoring Instruction plus Strategic Execution (MUSE), was designed for 31 tenth-graders in Canadian classes for normally achieving and learning-disabled students. Specific portions of instructional time were

ED 338 743   UD 028 361

Edwards, Maureen M.
Building Conditions, Parental Involvement and Student Achievement in the D.C. Public School System.
PUB DATE- May 91
NOTE- 100p.; Master's Thesis, Georgetown University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Educational Facilities Improvement; Educational Policy; Educational Quality; Elementary Secondary Education; Inner City; Parent Associations; *Parent Participation; Public Schools; *School Buildings; School District Spending; School Funds; *Urban Schools
IDENTIFIERS- *Building Maintenance; District of Columbia Public Schools

This paper examines the impact of parental involvement on the overall condition of the Washington (District of Columbia) public school buildings, and then looks at the impact of various variables on student achievement. Regression analysis shows the relationship among building conditions, parental involvement, and student achievement. Although a complete set of data on all schools was not obtained, a sampling of 52 schools indicates that the size of a school's Parent Teacher Association (PTA) budget is positively related to the condition of the school building. The relation between the PTA budget per pupil and the overall condition of the school building was statistically significant at the 0.07 level. The condition of the building is related to academic achievement, and improvement in the condition of the building is associated with improvement in achievement scores. The policy implications of these results are discussed. Although actions such as the support of parents' organizations appear to contribute to maintaining the school in good condition, capital outlays to improve the basic condition of the schools may contribute to student achievement. There are six tables presenting study data. Three appendices contain data about the schools, correlation analysis results, and regression results. There is an 96-item list of references. (SLD)

ED 338 744   UD 028 362

Investing in the Future: Educating Homeless Children and Youth. Illinois State Plan.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adolescents; *Children; *Educationally Disadvantaged; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Poverty; Program Development; *State Programs; Urban Problems; *Urban Schools; Urban Youth
IDENTIFIERS- *Illinois; Stewart B McKinney Homeless Assistance Act 1987

The plan describes a continuing effort in Illinois to improve access to education and school success for homeless children and youth. The Illinois plan was revised to meet the requirements of the Stewart B. McKinney Homeless Assistance to students; and (9) faculty and staff have suggestions for better serving students. Eleven tables and one bar graph are provided. Appended are a copy of the teacher questionnaire and complete answers to two survey questions. This document contains six references. (JB)

ED 338 763 UD 028 389

Stevens, Carla J.; And Others
Description of the Lighted Schoolhouse Program (1990-91).
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; Black Students; *Community Services; Disadvantaged Youth; Economically Disadvantaged; Elementary Education; *Elementary School Students; *High Risk Students; *Homeless People; *Latchkey Children; Low Income Groups; Preschool Education; Program Descriptions; School Districts; Urban Schools; Urban Youth
IDENTIFIERS- *Houston Independent School District TX

This paper reports on a study of the Houston (Texas) Independent School District's Lighted Schoolhouse Program, which is designed to serve as an intermediary between homeless children and community service agencies, to provide a range of after-school activities for unattended children, and to provide opportunities for participation of families and volunteers. The program is divided into two components: a shelter, and the YMCA-supported After-School Program. The program is located on the Gregory-Lincoln Education Center campus. The study describes the program and its students, compiles a baseline for future evaluation, and assesses the benefits of the program for students. The total number of students served by the program for August through January 1990-91 was 253, at an average cost of $87 per student. Of those, 198 were served by the shelter component of the program and 118 were served by the after school component. A multi-method approach uncovered the following student data: (1) 76% of the students were Black, 22% were Hispanic, and 1% was White; (2) 33% of the students were classified as prekindergarten through second grade and another 41% were in the fourth through sixth grades; (4) 87% were eligible for free or reduced lunch and 53% of students were classified as being at risk of dropping out of school. Perceived benefits include giving the children an alternative to going home or being on the streets after school where they are often hurt physically or mentally, providing a "home" setting with discipline as well as love and attention for several hours every night, and providing activities and help with homework for students who would not necessarily receive them at home. One table and five bar graphs are included. Six references are appended. (JB)

ED 338 764 UD 028 390

Dial, Micah; And Others
An Evaluation of HISD's Required Academic Proficiency Program 1990-91.
PUB DATE- 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports -

and 27 exhibits. Nineteen references are listed. (SLD)

ED 338 782 UD 028 413

Swift, Anthony
Brazil: The Fight for Childhood in the City. Innocenti Studies. The Urban Child in Difficult Circumstances.
PUB DATE- 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Case Studies; Child Health; *Childhood Needs; Child Labor; Childrens Rights; *Child Welfare; Developing Nations; Economically Disadvantaged; Foreign Countries; Government Role; *Homeless People; Inner City; Poverty; Public Policy; Social Problems; Urban Areas; Urban Problems; *Urban Youth
IDENTIFIERS- *Brazil

This publication is the second report, tailored to a non-specialist audience, of five country case studies under the Urban Child Program of the United Nations Children's Fund (UNICEF) International Child Development Center. The crisis of unprotected children and adolescents in Brazil has developed along with rapid industrialization and great economic instability. In 1987, 42 percent of families lived below the poverty line, and the situation is worsening. Poverty is actually more acute in rural areas, but the greatest concentrations of poor children are in the cities. Although poor, rural children do not pose the problem for society that urban children do, who often live away from their families. Most children in Brazil are workers, and see themselves that way. Those dislocated from their families and living in the streets are a minority, but a considerable and highly visible one. In Brazil, social policies were historically virtually useless in helping children, but a new day may be dawning with 1988 changes to the Brazilian Constitution that make it the duty of society to ensure the rights of children and adolescents. The Child and Adolescent Statute is legislation enabling the constitutional changes to be put into practice. The reforms apparent in child social services in the city of Goiania under the Social Promotion Foundation illustrate problems and successes under the new law. In Brazil, the mechanisms for change are finally in place. Eighteen photographs are provided. Eight sources are listed. (SLD)

ED 338 783 UD 028 414

Lawson, Stanley G.
Multi-Cultural Awareness Project, the Organization and Implementation of a "World Steel Drum Ensemble".
PUB DATE- Aug 91
NOTE- 53p.; Education Specialist Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; African Culture; *Cultural Awareness; Discipline; Ethnicity; *High Risk Students; Hispanic American Culture; Intermediate Grades; Junior High Schools; *Junior High School Students; Knowledge Level; Low Achievement; Middle Schools; *Minority Groups; *Multicultural Education; *Music Education; Program Development; Program Implementation; Urban Schools

students are able to use sensory experiences to comprehend the various art forms; (2) students are able to use their skills to participate in the arts; (3) students are able to apply their knowledge of concepts, elements, principles, theories, and processes in the arts; (4) students are able to express themselves creatively through the arts; and (5) students are able to make informed judgments about the arts and the relationship of the arts to the histories, cultures, and environments of the world's people. The corresponding learning processes are perceiving, experiencing, understanding, creating, and aesthetic valuing of visual and performing arts. Each discipline section is presented at four levels: lower elementary, upper elementary, junior high, and high school. Learner outcomes and instructional implications are identified in each section. To aid curriculum planners, a glossary and an annotated resource list are included. (KM)

ED 338 553 SO 021 803

Smith, Peter
The Scylla of Helms, the Charybdis of Mapplethorpe: Obscenity and Morality in the Art Class.
PUB DATE- 91
NOTE- 17p.; Paper presented at the Annual Meeting of the National Art Education Association (Atlanta, GA, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetic Education; *Art Education; Art History; *Censorship; Controversial Issues (Course Content); *Educational Philosophy; Elementary Secondary Education; Higher Education; *Moral Issues; Obscenity; Visual Arts
IDENTIFIERS- Modern Art

The relationship between obscenity in the arts and practices in the school art classes is discussed. The issue of whether or not a teacher can advocate unrestricted freedom of speech expression is raised and the problems for the teacher caused by attitudes in the contemporary art world are outlined. (Author)

ED 338 554 SO 021 808

Magruder, Clark
A Brief History Surrounding the Yellow Book.
PUB DATE- 91
NOTE- 27p.; Paper presented at the Annual Meeting of the National Art Education Association (Atlanta, GA, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art History; Artists; Authors; Fine Arts; Publishing Industry; *Victorian Literature; *Visual Arts
IDENTIFIERS- Beardsley (Aubrey); Wilde (Oscar)

Aubrey Beardsley's involvement with the literary magazine, "The Yellow Book," is described. While there were some other literary magazines published before "The Yellow Book", its issues are distinguished because they were the first to deliberately present visual art work (and the visual artist) as equally important as literature (and the literary artist). The tradition in publication prior to this important step was to have artists illustrate what authors wrote, and their art work

A Casebook on School-based Mentoring. Secondary Teacher Education Program.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 94p.; For related documents, see SP 033 337-338.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *College School Cooperation; Cooperating Teachers; Higher Education; High Schools; Intermediate Grades; Junior High Schools; *Mentors; Middle Schools; *Preservice Teacher Education; Student Teacher Supervisors; *Student Teaching; *Teacher Role; Teaching Experience
IDENTIFIERS- East Longmeadow School District MA; *Professional Development Schools; University of Massachusetts Amherst

At the heart of the secondary teacher education collaboration between the East Longmeadow School District (Massachusetts) and the University of Massachusetts at Amherst are the faculty at East Longmeadow High School and Birchland Park Middle School who have prepared to be mentors for student teachers. This volume contains reflections by these teachers about their experiences as mentors and the process of developing a professional development school. In addition, it contains statements by university faculty, a school district administrator, principals, and student teacher interns associated with the clinical site. Included in the volume are the sections: "Perspectives on the Need for Improved Teacher Development: Mentoring in a Professional Development School"; "Teachers As Mentors"; "Specific Components of a Mentoring Program in a Professional Development School"; "Impact of Mentoring in the Professional Development School Setting"; and "How to Begin a Mentoring Program." Appendices include a bibliography listing 26 references, a review of literature on the mentor role in teaching, and a report on a 1988 summer conference on mentoring. (IAH)

ED 338 574 SP 033 347

Stolworthy, Reed L.
Preservice Teacher Evaluation: An Analysis of the Variance.
PUB DATE- Aug 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Analysis of Variance; Cooperating Teachers; Elementary Secondary Education; *Evaluation Criteria; Evaluation Research; Higher Education; *Minimum Competencies; *Preservice Teacher Education; Rating Scales; *Statistical Significance; *Student Teacher Evaluation; Student Teachers; Student Teacher Supervisors
IDENTIFIERS- Washburn University of Topeka KS

This study was conducted to determine the degree of variance which exists among different groups of evaluators relative to their assessments of the teaching competencies demonstrated by preservice education students. Participants in the study were

*Models; *Preservice Teacher Education; *Program Content; Specialization; *Teacher Education Programs
IDENTIFIERS- ERIC Digests; North Carolina State University Raleigh; Ohio State University; Saint Cloud State University MN

This digest describes three teacher education program models designed to concentrate on: (1) a philosophy of middle school education; (2) an understanding of the unique psychological, social, and intellectual needs peculiar to the 10- to 14-year-old student; (3) an ability to increase student motivation; and (4) a command of subject area. The first program, Teaching Early Adolescents in Middle Schools (TEAMS), is offered at Ohio State University. The five quarter program enables students to engage in classroom observation, planning and teaching, reflection seminars, study of child development, classroom management, and teaching strategies. The Early Adolescent Block Program, offered at St. Cloud State University (Minnesota), is based on state certification requirements. Students receive an overview of early adolescent education, observe in cooperating schools, and attend seminars where they reflect on experiences. The final program is offered at North Carolina State University (Raleigh). A key course in this program, Teaching in the Middle Years, serves as a model for a good middle school classroom. The course uses many of the same methods that are successful in teaching young adolescents and engages the teacher education students in the types of activities they will be using in their middle school classes. (LL)

ED 338 594 SP 033 400

Phelan, Patricia; And Others
Students' Multiple Worlds: Negotiating the Boundaries of Family, Peer, and School Cultures.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 44p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Congruence (Psychology); *Context Effect; Educational Environment; *Family Relationship; High Schools; *Individual Differences; Interpersonal Competence; Longitudinal Studies; Models; *Peer Relationship; *Secondary School Students; *Social Cognition; Student School Relationship; Urban Schools
IDENTIFIERS- Model Development

This 2-year longitudinal study is being conducted better to understand the lives of secondary school students as they move from one social setting to another and to draw implications for learning as teachers are provided with a more holistic picture. The study describes students' interrelationships with family, school, and peers; perceptions of boundaries between worlds; and adaptation strategies employed in order to move from one context to another. Participants include 54 diverse students attending 4 large, urban, desegregated high schools. Data were gathered from student interviews, classroom observation, school records, demographic and descriptive material, and teacher interviews. A model has emerged identifying four types of students. The first type comes from a two-parent household valuing family cohesiveness and functioning in a world that is congruent and offers smooth transitions. The second belongs to

Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Elementary School Teachers; Elementary Secondary Education; *Enrollment Trends; *Public Schools; Secondary School Teachers; State Surveys; Statistical Data; Teacher Certification; *Teacher Employment; Teacher Retirement; *Teacher Shortage; *Teacher Supply and Demand; *Teaching Experience
IDENTIFIERS- *Ohio

Teacher supply and demand in the public schools of Ohio depend on such factors as enrollment trends, subject-election patterns, staffing ratios, employment practices, turnover rates, and the number of graduates from teachers' colleges. Data contained in this report have been collected and maintained by the Ohio State Department of Education since 1976. Following an introduction, information is included on: (1) enrollment; (2) staffing and staffing ratios; (3) staff age and experience; (4) number of newly certified personnel; (5) status of Ohio teacher supply and demand; and (6) methodology. Appendixes include figures and tables showing: live births in Ohio; births and child-bearing cohort; public and nonpublic school enrollment in 13-year cohort; distribution of certified personnel; average age and experience of certified personnel; age and experience of certified personnel; number and percent of newly certified personnel and percent of entry-year teachers; and projections by teaching field. Although predictions suggest an impending teacher shortage, this document indicates that Ohio data do not confirm these predictions and that a teacher shortage in Ohio need not occur. (LL)

ED 338 614   SP 033 427

Christensen, Lois McFadyen
Empowerment of Preservice Educators through Effective Mentoring.
PUB DATE- Oct 91
NOTE- 19p.; Course requirement, Univesity of Alabama.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; Higher Education; *Individual Development; Literature Reviews; *Mentors; *Preservice Teacher Education; Skill Development; *Student Teachers; *Student Teacher Supervisors; Supervisory Methods; Supervisory Training; Teacher Effectiveness
IDENTIFIERS- Reflective Teaching; Teacher Empowerment

The purpose of this literature and research review is to synthesize and discuss the process of mentoring in teacher education, and the relationship between the preservice teacher and the college supervisor in a clinical experience. The review concentrates on ways in which college supervisors of preservice teachers can facilitate instructional and professional excellence through the mentoring process. The paper focuses on: (1) objectives of mentoring; (2) cautions such as acceptance of supervisory doctrine without reflection; (3) duties of the supervisor; (4) types of supervision; (5) stages of teacher development characterized by idealism and dependency, increased independence, and mentor/protege as independent equals; (6) development of problem-solving, decision-making, and questioning skills; (7) evaluative and other strategies to produce instructional effectiveness; and (8) implications of the findings for mentoring. In conclusion, it is noted that mentoring of the preservice teacher by the college supervisor should be an intentional process of responsibility and nuturing issues and to enhance the public policy debate. The third article, "Who's Going to Graduate and Professional Schools?" details the decline in graduate school attendance and the trend toward attending professional schools. The fourth article, "What's Wrong with This Picture?" analyzes a graph distributed by a federal agency that distorts the educational productivity of the nation. The fifth article, "State Profiles of Educational Standards Updated," gives highlights from the new report "State Educational Standards in the 50 States: An Update," by E. Goertz. The sixth article, "Report Highlights College Minority Retention Programs," is a review of a study on minority retention in higher education by B. C. Clewell and M. S. Ficklen. The seventh article, "New Studies Montior Talent Flow into Technical Fields," considers two studies of trends among students planning to major in mathematics, science, or engineering. The second issue provides three articles dealing with college-bound high school students. The first article is titled "Edging Forward: What the SAT (Scholastic Aptitude Test) Shows about College-Bound Seniors in the 1980s." The second article, "Starting on the Right Track," reviews an Education Testing Service (ETS) study by R. Ekstrom and V. Lee suggesting that guidance counseling is not equally available to all secondary students. The third article, "High-Achieving Hispanic Students," introduces an ETS study by B. C. Clewell and M. F. Joy that describes the first cohort of applicants for the National Hispanic Scholar Awards for students planning to attend college. The third issue provides three articles that consider some concerns in science education. The first article, "A Precious Few: Interest of the College-Bound in the Quantitative Sciences," discusses the decline of the nation's scientific and engineering workforce. The second article, "A Straggler's View: The U.S. in the World of Science Education," highlights some findings of the International Assessment of Educational Progress. The third article is titled "Staying Power: Students Who Persist" (Thomas L. Hilton et al.). Figures and tables are included in all the issues. (SLD)

ED 338 633   TM 014 091

High School Transcript Study, 1987 machine-readable data file .
PUB DATE- 89
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- The fifth article, "State Profiles of Educati
DESCRIPTORS- *Academic Records; *Course Selection (Students); Disabilities; *Grade 11; Graduation Requirements; High Schools; *High School Students; *National Surveys; Private Schools; Public Schools; Statistical Data
IDENTIFIERS- *High School Transcript Study 1987; National Assessment of Educational Progress

A data tape containing statistical information on student course-taking patterns in public and private high schools in the United States is presented. The file (NAEP.MASTER.CSSC.A1987) contains: (1) transcripts of 34,140 students (including 6,583 handicapped students); (2) information on the nature and severity of handicap condition for students with Individualized Educational Plans (IEPs); and (3) information on course lists, graduation requirements, and definitions of credit units and grades. The data are derived from student transcripts collected in 1987-88 for a one-time survey of high schools that participated in the 1986 National Assessment of Educational Progress survey for 17-year-old students in grade 11. A total of 433 secondary schools was drawn from this group to constitute a nationally representative sample for the 1987 High references. (Author/SLD)

ED 338 651 TM 017 364

Bierschenk, Bernhard
The Metaphor as Instrument for Naming the Terminal States of Ecological Invariants. No. 37.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algorithms; Foreign Countries; Mathematical Models; *Metaphors; Social Science Research; *Symbols (Literary); *Verbal Communication
IDENTIFIERS- Affordance (Cognition); *Ecological Assessment; *Perspective Text Analysis

Implicit figuration and subjective interpretation make up the conventional basis of the classical discussion of the comprehensiveness and aesthetic quality of the metaphor. Its function and use in social science research is illustrated as a background to a radically different methodological approach. By means of a Perspective Text Analysis, it is demonstrated that metaphor has to be reconceived as the Re-naming Instrument. The hypothesis tested is that the metaphor carries ecological information. Results of the analysis show that the metaphor has to be treated as a self-contained verbal expression of affordance. By naming the affordance (i.e., what object and events in the environment offer), events of a certain kind are brought into perspective. One table illustrates algorithmic processing of a metaphoric sentence. A 24-item list of references is included. (Author/SLD)

ED 338 652 TM 017 365

Bierschenk, Bernhard
Mentality Measurement and Representation. No. 39.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; Foreign Countries; Language Usage; *Measurement Techniques; *Research Methodology; *Schemata (Cognition)
IDENTIFIERS- *Consciousness; *Mental Representation; Natural Language Processing; Perspective Text Analysis; Text Processing (Reading)

Because the scientific treatment of the concept of consciousness has been multifaceted, there have been several different approaches to research concerning consciousness. This article gives an introductory account of the research on consciousness. The main hypothesis advanced is based on the premise that consciousness emerges from the cooperative interaction of multiple agents and agencies within naturally produced text. Through Perspective Text Analysis, it is demonstrated that the Kantian schema provides the necessary foundation for making explicit the teleonomic component governing natural language production. As a consequence, the concept of text is redefined so that the textual transformation and recursive restructuring reach their meaning in relation to the concepts of textual dynamics and linkages. Its configurational architecture is demonstrated on the basis of the (AaO) formula. As a result, the entirety of structural relations evolves as a double

Educational Trends; Elementary Secondary Education; Literature Reviews; *Public Policy; Researchers; *Test Use; *Theory Practice Relationship; Trend Analysis
IDENTIFIERS- Personal Experiences

The experience of the speaker is applied to the changes he has seen in the field of testing over his career. Many of the concepts, issues, and controversies engaging the educational research community today had already been identified at the beginning of the speaker's career in the 1930s. A review of the literature of the past 50 years reveals one common thread: concern on the part of measurement specialists that teachers seem not to be taking seriously the admonitions of researchers and measurement specialists regarding ways of using tests in the classroom. Other common threads are seen in the study of the relationship between test theory and practice, and the relationship between testing and public educational policy. A survey of the literature related to educational testing, as filtered through the observations of one person over 50 years, suggests that the responses to questions do not have much meaning unless they are placed in context. The ways in which tests are really being used is the essential point. A 37-item list of references is included. (SLD)

ED 338 671 TM 017 476

McArthur, David L.
Computerized Diagnostic Testing: Problems and Possibilities.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; Classroom Research; *Computer Assisted Testing; *Diagnostic Tests; Educational Diagnosis; Inferences; Reading Comprehension; Reading Tests; Test Construction; *Testing Problems
IDENTIFIERS- Open Systems Theory; *Uncertainty

The use of computers to build diagnostic inferences is explored in two contexts. In computerized monitoring of liquid oxygen systems for the space shuttle, diagnoses are exact because they can be derived within a world which is closed. In computerized classroom testing of reading comprehension, programs deliver a constrained form of adaptive testing and error performance summary. However, the world is open; diagnostic inferences cannot be made with precision, and additional practical factors play an important role in delimiting the usefulness of such a system. Problems of uncertainty, negation, and non-deterministic prediction are also discussed. If test materials for computerized administration can be designed within tightly controlled parameters, and if the diagnostic strategy can be strongly tied to theory about performance errors within the topic domain, then many of the ambiguities of diagnostic inference will be closer to resolution. It is concluded that, given the number of limits both of a philosophical nature and in reference to actual testing practice, the role of computers will be supplementary to the educational diagnostic specialist. There is a 14-item list of references. (Author/SLD)

ED 338 672 TM 017 480

Bock, R. Darrell; Zimowski, Michele
Individualized Educational Assessment: Twelfth-Grade Science.
SPONS. AGENCY- Office of Educational Research and Improvement

for males and females; (7) expressed adequacy of high school education by curriculum or program; (8) average ACT scores for different patterns of academic preparation; (9) core high school courses, ACT averages, and self-reported mean grade point averages; (10) percentage distribution of planned educational majors and vocational choices; (11) background information about the graduating class; and (12) distribution of planned educational majors and ACT composite scores. An appendix discusses national and state norms for students who graduated in 1991. (SLD)

ED 338 689 TM 017 514

Hoachlander, E. Gareth
A Profile of Schools Attended by Eighth Graders in 1988. Statistical Analysis Report. National Education Longitudinal Study of 1988.
PUB DATE- Sep 91
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Attendance Patterns; Catholic Schools; Cohort Analysis; Demography; Educational Policy; *Elementary Schools; *Grade 8; *Junior High Schools; Longitudinal Studies; National Surveys; *Private Schools; *Profiles; *Public Schools; School Statistics; Tables (Data)
IDENTIFIERS- *National Education Longitudinal Study 1988

As part of the National Education Longitudinal Study of 1988 (NELS:88), this study examined the schools attended by eighth-graders in 1988, the year during which the more than 25,000 eighth-graders of the cohort were first studied. NELS:88 provides information on 802 public schools, 105 Catholic schools, 68 other religious schools, and 60 private, non-religious schools. Throughout the report, the unit of analysis is the school rather than students or teachers. Most of the school data were provided by school administrators. The data are used to develop a profile of the schools attended by eighth-graders, with information about various aspects of the learning environment, school policies and programs, and administrators' assessments of school climate. In 1988, 87.9% of eighth-graders attended public schools, 7.6% attended Catholic schools, 2.9% attended other religious schools, and 1.5% attended private non-religious schools. The study shows that eighth-graders learned under a wide range of different conditions in both public and private schools. Fifty-six data tables and five graphs are included. Appendices contain technical notes, information about the accuracy of estimates and procedures, standard errors and unweighted "N"s, and 56 additional tables. (SLD)

ED 338 690 TM 017 515

Tucker, Mary; Taylor, Dianne
Applying Procrustean Rotation To Evaluate the Generalizability of Research Results.
PUB DATE- Jan 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 24-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discriminant Analysis; *Generalizability Theory;

sites collected at different times. Evaluators considering the case study as an evaluation design must decide what type of question they have and examine the ability of each type of case study to answer the specific question. There are four references. (SLD)

ED 338 707 TM 017 572

Sireci, Stephen G.
"Sample-Independent" Item Parameters? An Investigation of the Stability of IRT Item Parameters Estimated from Small Data Sets.
PUB DATE- 24 Oct 91
NOTE- 29p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Certified Public Accountants; Computer Simulation; Data Analysis; *Estimation (Mathematics); Evaluation Methods; *Item Response Theory; Licensing Examinations (Professions); Research Methodology; *Sample Size; *Test Reliability
IDENTIFIERS- Biserial Correlation; Classical Test Theory; *Data Sets; Invariance Principle; Item Parameters; One Parameter Model; P Values; Three Parameter Model; Two Parameter Model; *Unidimensionality (Tests)

Whether item response theory (IRT) is useful to the small-scale testing practitioner is examined. The stability of IRT item parameters is evaluated with respect to the classical item parameters (i.e., p-values, biserials) obtained from the same data set. Previous research investigating the effect of sample size on IRT parameter estimation has usually been performed on simulated data. The present study follows a few others in using a real-life small-sample testing application. The procedure involved obtaining a common set of items administered to three small-sample groups of examinees over a 3-year period (sample sizes of 173 in 1988, 149 in 1989, and 106 in 1990, respectively) and estimating the item parameters with both restricted and unrestricted IRT models. The test was a national certification examination for certified public accountants wanting certification in personal financial counseling. Classical reliability (p-value) and biserial correlation analyses were performed prior to traditional one-, two-, and three-parameter IRT analyses. Results suggest that stable item difficulty parameters can be obtained for small sample sizes using the one-parameter or modified two-parameter model when the data fit the IRT model (i.e., when they are unidimensional). The IRT and classical analyses performed could not successfully provide stable item discrimination parameters. However, the conditions under which IRT is useful to the small-sample test practitioner are discussed. Eleven tables present study data. A 24-item list of references is included. (SLD)

ED 338 708 TM 017 577

Klass, Patricia Harrington; Michael, Noreen
Sources for Integrating Research Methodology and Statistics Instruction: An Annotated Bibliography.
PUB DATE- Apr 91
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

spent in modeling expert-like thinking strategies. Posttest results suggest the potential of the strategy for bringing students closer to the expert position, the writing-to-learn process. Implications for instruction of at-risk students are discussed. Two figures and a 35-item list of references are included. The paper's discussant is Harvey A. Daniels in a training section entitled "Teaching Writing to At-Risk Students". (SLD)

ED 338 726   UD 028 253

Calfee, Robert
Schoolwide Programs To Improve Literacy Instruction for Students at Risk.
PUB DATE- Mar 91
NOTE- 33p.; In: "Teaching Advanced Skills to Educationally Disadvantaged Students" (see UD 028 249).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; Compensatory Education; Disadvantaged Youth; Educational Change; *Educational Environment; Educationally Disadvantaged; Elementary Education; *Equal Education; *High Risk Students; *Instructional Improvement; *Literacy Education; Reading Programs; *Remedial Instruction; Staff Development; Whole Language Approach; Writing Instruction
IDENTIFIERS- Project READ

It is argued that a reformulation of reading and writing in the elementary grades can integrate the following three buzzwords of American education: (1) students at-risk for school failure; (2) the whole-language movement; and (3) restructuring. Critical literacy can serve as the centerpiece for empowering teachers and administrators as full-fledged professionals. A schoolwide approach to the literate use of language is described, beginning with anecdotal accounts of two correlated programs, Project READ and the Inquiring School. Project READ is a staff development program to help classroom teachers create a literate environment. In the Inquiring School, the literate-environment model extends to encompass the entire school. The implementation of these projects in a California elementary school illustrates the principles of critical literacy and the proposition that poor children should receive literacy instruction of equal challenge to that provided to students from more affluent backgrounds. It is asserted that virtually all students are capable of a level of critical literacy that allows them to thrive as adults, and that a supportive school context is essential to realizing this goal. One figure and a 53-item list of references are included. The papers's discussant is Edys S. Quellmalz in a training section entitled "Schoolwide Literacy Programs for At-Risk Students". (SLD)

ED 338 727   UD 028 254

Peterson, Penelope L.; And Others
Using Children's Mathematical Knowledge.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 91
NOTE- 36p.; In: "Teaching Advanced Skills to Educationally Disadvantaged Students" (see UD 028 249).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Educationally Disadvantaged;

Amendments Act of 1987 by reforming the original document into sections that highlight the major requirements of the Act and noting the promising activities that will be the thrust of state and second-tier provider programs administration and service. This document contains the following sections: (1) determination designation and dispute resolution; (2) assuring educational access and school success; (3) data collection, reporting, record maintenance, and transfer; (4) program coordination, case management, and comparable services; and (5) state and local grants and assurances. Each section provides the following information: (1) Federal requirement, indicating the statutory provisions; (2) authority, stating the provisions of the state school code that are the basis of intervention; (3) activity, describing the action planned; and (4) support strategy, highlighting promising developments for implementing sections of the plan. Three appendices contain definitions, grievance procedures, and residency requirements. (SLD)

ED 338 745 UD 028 363

Highly Mobile Students: Educational Problems and Possible Solutions. ERIC/CUE Digest, Number 73.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Change; Effective Schools Research; Elementary Secondary Education; Family Mobility; Homeless People; *Inner City; Low Income Groups; *Management Information Systems; Migrant Children; Poverty; Puerto Ricans; *Recordkeeping; Social Problems; *Student Mobility; Student Problems; Transfer Students; *Transient Children; Urban Problems; *Urban Schools
IDENTIFIERS- ERIC Digests; Migrant Student Record Transfer System

The following two types of student mobility stand out as causing educational problems: (1) inner-city mobility, which is prompted largely by fluctuations in the job market; and (2) intra-city mobility, which is caused by upward mobility or by poverty and homelessness. Most research indicates that high mobility negatively affects student achievement, particularly when students are from low-income, less-educated families. High student mobility puts an enormous burden on schools. Services developed for one population may need to change; attempts to monitor school performance are hampered by changing school populations. Effective schooling research has provided some suggestions for dealing with highly mobile students, including parent education and handbooks, reception committees and guides, classroom buddies for new students, and inservice training for teachers. Recordkeeping is one of the most severe problems schools face. Approaches that may serve as examples are: (1) the Migrant Student Transfer System, an electronic record system for Puerto Rico and the mainland United States that is beginning to keep student records; (2) an educational passport system for Puerto Rican students moving between Puerto Rico and New York or Connecticut; and (3) a pilot recordkeeping system of the National Center for Education Statistics. Problems that may arise in the search for more efficient recordkeeping include student privacy and school accountability. A list of seven references is included. (SLD)

Research/Technical (143)
DESCRIPTORS- Academic Failure; *Competency Based Education; Ethnicity; High Risk Students; *High School Students; Intermediate Grades; *Program Effectiveness; Program Evaluation; School Districts; Secondary Education; Secondary Schools; Secondary School Students; Sex Differences; *Student Improvement; Urban Schools; *Urban Youth
IDENTIFIERS- *Houston Independent School District TX

This paper evaluates the Required Academic Proficiency tutorial program, implemented in the Houston (Texas) Independent School District (HISD) to reduce academic failure. Students are eligible for the program if they are failing (scoring lower than 70 on a scale of 100). A total of 14,748 students, eligible and non-eligible, attended the tutorials during the 1990-91 academic year. The evaluation examines four research questions related to the effectiveness of the program in secondary schools. The independent variables are attendance and cost; grade improvement serves as the dependent variable. Although there are statistically significant results on some tests of the null hypotheses, the low correlation coefficients, large sample sizes, and low effect sizes indicate minimal gains in all content areas. Very low correlations, many of them negative, were found between grade improvement and cost per student hour between schools. An analysis of variance indicates a statistically significant difference between high schools and between middle schools in grade improvement. This study also reports the pass-fail rates of elementary schools. Breakdowns of grade, ethnicity, and gender are presented. The data are presented on 18 tables and two graphs. Twenty-four references are appended. (JB)

ED 338 765   UD 028 391

Stevens, Carla J.; And Others
An Evaluation of the STRIVE Program.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Age Grade Placement; Attendance; Compensatory Education; Dropout Prevention; *Grade 9; *High Risk Students; High Schools; High School Students; *Low Achievement; *Nontraditional Education; Program Evaluation; School Districts; *School Holding Power; Urban Schools; Urban Youth
IDENTIFIERS- *Houston Independent School District TX

This paper evaluates STRIVE, an alternative program designed to provide a nurturing, caring, and intensive academic environment for over-age, low-performing ninth grade students attending the Barbara Jordan High School for Careers in Houston (Texas). STRIVE operates in isolation from the regular student population and has a counselor and four teachers who work in a team format. The program includes enrichment activities, access to computers, and options to participate in sports and vocational programs. In particular, the evaluation examines the program's effectiveness in improving attendance rates and academic performance of selected students while encouraging them to remain in school to complete their education. The program was first implemented in 1987-88. Sixty-two students participated in the program in 1990-91. By addressing seven research questions the study shows the following: (1) participants improved their performance on a standardized achievement test during the year they participated in the

IDENTIFIERS- East Indians; Florida

This proposal describes the organization and implementation of a "World Steel Drum Ensemble" as a strategy to solve the problems of low minority academic achievement, high minority discipline incidents, and minority isolationism. The drum ensemble studied and performed music from Caribbean, Hispanic, and African heritages in a middle school setting in a Florida urban school district where about 30 percent of students were eligible for free lunch. Program implementation involved at-risk students who were joined with average and above-average students in the ensemble to perform music complimentary to cultures of at-risk students, promoting an appreciation of the minority cultures. The target population was the 20 students from various ethnic backgrounds who made up the ensemble. Knowledge of cultures other than their own improved for all target students from a previous 20 percent to 80 percent, as measured by a pretest and posttest. Ninety percent of target students were academically successful in all subjects, when success was defined as a "C" or higher. A similar 90 percent did not receive any discipline infraction reports during the practicum. The benefits of this multicultural music education were shared through videotapes and performances. Five appendices contain questionnaires used to determine student and educator reactions to the program. There are 13 references. (SLD)

ED 338 784 UD 028 416

Frazer, Linda
At-Risk Students and Dropouts: Trends across Four Years 1990-91 . Executive Summary.
PUB DATE- Aug 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Age; Dropout Rate; *Educational Trends; Enrollment; Ethnicity; *High Risk Students; High Schools; High School Students; *Identification; *Potential Dropouts; Predictor Variables; School Districts; *State Standards; Statistical Data; Test Results
IDENTIFIERS- *Austin Independent School District TX

The Austin (Texas) Independent School District has been researching the dropout issue for several years and has studied the implementation of the mandated Texas at-risk criteria to identify at-risk students. Having identified students at risk, the district followed them for 4 years (1987-88 to 1990-91) to determine the accuracy of the initial identification. The following types of information were obtained: (1) enrollment status; (2) age; (3) grade; (4) ethnicity; (5) number of Fs; (6) achievement test scores; and (7) dropout rates at several time points. The results show that state mandated criteria identify many students who will not drop out. While over 40 percent of the secondary school students were considered at-risk in each of the 4 years, in a given year about one of eight at-risk students actually dropped out. A small proportion (3.4 to 5.3 percent) of students not identified dropped out each year; one-third of dropouts were not identified by the state criteria. The number-one predictive factor is being older than average for the grade. Of 22 categories of risk, the combination of being overage and failing the Texas Assessment of Minimum Academic Skills, the state exit examination, accounted for the highest percentage of dropouts. The number of overage students earning Fs and falling off-pace for graduation serve as a prop to literature. Since "The Yellow Book," hundreds of literary magazines have continued Beardsley's practice of featuring art and artists as important in their own right. This paper describes how and why Beardsley wrought such a change. It also describes how important and influential figures among Victorian artists contributed to bringing about the change. (Author)

ED 338 555 SO 021 933

Warren, Beth; Rosebery, Ann S.
Understanding History. Technical Report No. 458.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Curriculum Development; Curriculum Research; Elementary Secondary Education; *Historiography; *History Instruction; *History Textbooks; Language Role; Models; *Textbook Evaluation
IDENTIFIERS- Academic Discourse; Curriculum Theories; Educational Issues

The major problem in history education at the precollegiate level is that the history that is typically taught is based on an impoverished idea--or model--that history is recollected facts. There is an enormous discrepancy between "school history" as represented in textbooks and its use in classrooms, and "academic history" as represented in the work of historians and philosophers of history. The two key features that distinguish academic from school history are inquiry and interpretation. Both of these features point to history as a sense-making activity, mediated by the constructive use of language, rather than as the assimilation of recollected facts. An examination of several high school history textbooks show that they do not embody the idea of history as interpretation; rather than telling just one story, they fail to tell any story at all. Precollegiate history needs to be reconceptualized as an active process of inquiry and interpretation. It should imply a content that brings students into contact with concrete historical realities, problems, and models through consideration of both documentary and secondary source materials. One table is included, as is a 22-item list of references. (RS)

ED 338 556 SO 030 400

Zeitschrift fur erziehungs--und sozialwissenschaftliche Forschung (Journal for Education and Social Sciences Research), 1984-1988 (11 issues).
PUB DATE- 84
NOTE- 2,428p.; Issued twice a year with occasional special issues. Most articles in German, with occasional articles in English. Individual articles indexed in CIJE.
LANGUAGE- German
EDRS Price- EDRS Price - MF22/PC98 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Foreign Countries; Global Approach; Intellectual Disciplines; Social Problems; *Social Science Research; Social Theories
IDENTIFIERS- Europe; *Germany

Recognizing a growing globalization of nations and cultures, 75 undergraduates certified to teach by Washburn University's (Kansas) teacher preparation program during the spring and fall of 1990. Data were obtained from 102 cooperating teachers and 84 university supervisors regarding 25 competencies as perceived through the application of rating scales. Data analysis revealed three significant levels of difference for the respective groups of evaluators. The greatest level of differences occurred with respect to measuring the competency related to student teachers' ability to use appropriate resources for the development of lessons. Next were the significant differences regarding the assessments made concerning the student teachers' ability to develop appropriate evaluation devices. The third level was found relative to the student teachers' ability to choose appropriate strategies for teaching. The bulk of the document (58 pages) consists of 4 appendixes: (1) Tables 1-25--The Mean Standard Deviation; (2) Tables 26-50--The Analysis of Variance: Multiple Comparisons Using Fisher's LSD Matrix of Probabilities; (3) Table 51--Summary Table Listing Levels of Significance; and (4) the Evaluative Instruments. (LL)

ED 338 575 SP 033 352

Cheung, K. C.
To Grow and Glow: Towards a Model of Teacher Education and Professional Development.
PUB DATE- Jul 90
NOTE- 50p.; Paper presented at the Meeting of the International Council on Education for Teaching (Singapore, July 27-31, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Cooperating Teachers; *Curriculum Design; *Developmental Continuity; Elementary Education; Foreign Countries; Higher Education; Humanistic Education; *Practicums; Preservice Teacher Education; Student Teachers; *Teaching Skills; *Theory Practice Relationship
IDENTIFIERS- Constructivism; *Reflective Teaching; *Subject Content Knowledge

This study was conducted in order to examine the process of teacher development in a close interplay between educational principles and classrooms in a Singapore practicum curriculum. The process of teacher development is regarded as a continuous, self-renewing, lifelong process. Since no comprehensive constructivist model of teacher development has been advanced in the literature to guide in the design of teacher education programs, this paper seeks to spell out the rationale and relationship of the four basic components of a teacher development program with respect to: (1) subject matter; (2) teaching methods; (3) educational principles; and (4) classroom practice. Humanistic constructivism provides the underlying philosophy and pedagogy of the proposed teacher development model. Through a better articulation of teacher roles, internalization of educational principles, and reflection of classroom practices, teachers' professional development grows. Based on this model of teacher development in a practicum curriculum, some research evidence of professional growth is presented using student teachers' self-appraisal of their own and their cooperating teachers' classroom practice. (Author/LL)

ED 338 576 SP 033 354

Winitzky, Nancy; And Others

a world that is different with respect to culture, ethnicity, socio-economic status, or religion, but within which the youngster manages successfully to traverse boundaries. The third type represents students whose worlds are different and who cross boundaries only under certain conditions. The fourth type includes those who describe boundary crossing as impenetrable and insurmountable. Possibly the most significant implication of the multiple worlds model is that it provides teachers and others a way of thinking about students in a more holistic way. (LL)

ED 338 595 SP 033 401

Koppich, Julia E.
The Changing Role of Teacher Union Leaders.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collective Bargaining; Collegiality; *Educational Change; Elementary Secondary Education; *Leaders; *Leadership Styles; School Districts; Superintendents; *Teacher Welfare; *Unions
IDENTIFIERS- Cincinnati Public Schools OH; *Collaborative Bargaining; Miami Public Schools FL; Pittsburgh School District PA; Rochester City School District NY

A central feature of the emergent pattern of educational reform is exemplified by alterations in the ways in which leaders of teachers' unions perceive themselves, their roles, and the relationship of their organization to their school district. Data for the study described here were derived principally from visits to and interviews with selected teacher union leaders in four cities--Pittsburgh (Pennsylvania), Rochester (New York), Cincinnati (Ohio), and Miami (Florida)--where practices such as site-based management, peer review, and differentiated staffing are prominent. Teacher union leaders in the four districts are collaborating with school authorities to create a different kind of school district. The union is no longer viewed, nor does it view itself, as an outsider to the education system; union leaders are becoming players in the system, assuming joint responsibility with the superintendents for the long-term survival and health of the school district. Much about the collective bargaining relationship is also changing from an adversarial stance to win-win negotiations, nonconflictual interest bargaining, and consensual decision making. Union leaders are increasingly developing allies and coalitions in the business and civic communities as well. The new type of union leader shows five key attributes: commitment to the union, vision of the future, intense understanding of politics, willingness to take risks, and desire to see change through to completion. (AMH)

ED 338 596 SP 033 402

Shin, Hyun-Seok; Reyes, Pedro
Teacher Commitment and Job Satisfaction: Which Comes First?
PUB DATE- Apr 91
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

which promotes growth and development through reflection. (LL)

ED 338 615 SP 033 436

Filby, Nikola N.
An Action Research Approach to Authentic Curriculum and Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Action Research; *Classroom Research; Curriculum Research; Elementary Secondary Education; Faculty Development; Instructional Effectiveness; *Instructional Improvement; Literature Reviews; *Student Interests
IDENTIFIERS- *Teacher Researchers

This publication explores the literature on teacher action research and authentic instruction, and draws on investigations of teacher research activities in order to promote the use of more "authentic" curriculum and instruction, especially for students at risk. "Authentic" instruction is defined as instruction based around problems, questions, or application tasks of personal interest to the students. These explorations and discussions are intended to ground the program in an understanding of fundamental issues in this approach to school improvement. As an approach to promoting such instruction, action research by teachers and classroom-based inquiry into teaching and learning are advocated. The report is organized in two sections. The first section examines teacher action research; the second investigates authentic curriculum and instruction. Appendixes comprising the bulk of the document include: (1) advisory meeting materials; (2) a bibliography on Teacher/Action Research; (3) an article entitled "What Is a Teacher-Researcher?" (Glenda L. Bissex); (4) a bibliography on Authentic Instruction; and (5) excerpts about Authentic Instruction. (LL)

ED 338 616 SP 033 438

Educational Programs that Work. A Collection of Proven Exemplary Educational Programs and Practices. 15th Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- 89
NOTE- 346p.; Issued annually in cooperation with the National Dissemination Study Group (NDSG) and the National Diffusion Network (NDN). For previous editions, see ED 296 984, ED 266 134, ED 209 768, ED 195 011, and ED 181 004.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academically Gifted; Adult Education; *Demonstration Programs; *Diffusion (Communication); Early Childhood Education; Elementary Secondary Education; Health Education; Inservice Teacher Education; Language Arts; Mathematics Education; Nontraditional Education; Physical Education; Preservice Teacher Education; *Program Costs; *Program Descriptions; *Program Development; School Administration; Science Education; Social Sciences; Special Education;

School Transcript Study. A modification of the Classification of Secondary School Courses was used to identify approximately 2,000 course codes. The user's manual included with the data tape contains a complete description of the sampling and coding procedures. Analyses of these data can be useful in exploring the details of the quantity and variety of courses taken by students who graduate. TYPE OF SURVEY: National Survey; Sample Survey. POPULATION: Public and Private High Schools (433). SAMPLE: Grade 11 Students (34,140). FREQUENCY: Once. YEAR OF EARLIEST DATA: 1987. (SLD)

ED 338 634 TM 014 120

Readings in Professional Personnel Assessment.
PUB DATE- 84
NOTE- 333p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Identification; *Decision Making; *Employment Practices; Evaluation Criteria; Evaluation Methods; *Occupational Tests; Personnel Evaluation; Personnel Management; *Personnel Selection; Predictive Measurement; *Public Agencies; Test Bias; Test Theory; Test Validity; Validity; *Vocational Evaluation

Thirteen papers are presented that discuss issues in public personnel decision making, specifically in the area of personnel selection. After an introduction by James P. Springer, the following papers are presented: (1) "History of Employment Testing" (Matthew Hale); (2) "Job Families: A Review and Discussion of Their Implications for Personnel Selection" (Kenneth Pearlman); (3) "Personnel Selection and Classification" (Mary L. Tenopyr and Paul D. Oeltjen); (4) "Issues in Personnel Selection" (Donald L. Grant); (5) "Selection Theory for a Political World" (Lee J. Cronbach); (6) "Employment Testing: Old Theories and New Research Findings" (Frank L. Schmidt and John E. Hunter); (7) "The Realities of Employment Testing" (Mary L. Tenopyr); (8) "Ability Testing: Individual Differences, Prediction, and Differential Prediction" (Robert Linn); (9) "The Many Definitions of Test Bias" (Ronald L. Flaugher); (10) "Ability Testing: Federal Guidelines and Professional Standards" (Melvin Novick); (11) "Validity and Fairness of Some Alternative Employee Selection Procedures" (Richard R. Reilly and Georgia T. Chao); (12) "On Trinitarian Doctrines of Validity" (Robert M. Guion); and (13) "The Supreme Court and the APA, AERA, NCME Test Standards: Past References and Future Possibilities" (Barbara Lerner). (SLD)

ED 338 635 TM 014 438

Rogosa, David; And Others
Use of Achievement Measures in Judicial Decisions: Assessment of Student Academic Progress.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 267p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Achievement Tests; *Court Litigation; Decision Making; Educational Policy; Grouping (Instructional Purposes); Job Performance; *Longitudinal Studies; Racial Discrimination;

helical structure. Analysis within the framework of differential topology demonstrates the necessity of cooperating perspective and objective structures in establishing perspective and objective invariance. Five figures illustrate the discussion. A 23-item list of references is included. (Author/SLD)

ED 338 653 TM 017 376

Linn, Robert L.; And Others
The Validity and Credibility of the Achievement Levels for the 1990 National Assessment of Educational Progress in Mathematics.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 6 Jun 91
NOTE- 67p.; Paper prepared in collaboration with the University of Colorado, the NORC at the University of Chicago, and Arizona State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Credibility; *Educational Assessment; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; Interrater Reliability; Knowledge Level; *Mathematics Achievement; *National Programs; Robustness (Statistics); Testing Programs; Test Results; *Validity
IDENTIFIERS- *National Assessment of Educational Progress; Standard Setting

The statute authorizing the National Assessment of Educational Progress (NAEP) calls for the National Assessment Governing Board (NAGB) to set appropriate achievement levels in all areas and grades tested by the NAEP. These levels are intended to establish what students should know, not just what they do know. In 1990, the NAEP posited three achievement levels (advanced, proficient, and basic) at each grade level assessed (grades 4, 8, and 12). This preliminary report examines the reasonableness and technical adequacy of the achievement levels, addressing the fundamental question of whether the levels are adequate for supporting the conclusions or inferences for which they will be used. Analyses indicate that the achievement levels are seriously flawed. Robustness appears to be inadequate in two respects: (1) interrater reliability is inadequate; and (2) the coherence of rating across the three grades has not been established. The available evidence does not address the question of whether the achievement levels were actually criterion-based, although there are suggestions that they were not. It is suggested that practical post hoc adjustments will not remedy these problems. It is recommended that these achievement levels should not be used in any public reporting of state or national NAEP results. Fourteen tables and 22 figures present results of the analyses. (SLD)

ED 338 654 TM 017 419

Setting Appropriate Achievement Levels for the National Assessment of Educational Progress: Policy Framework and Technical Procedures.
PUB DATE- 10 May 90
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

(ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adaptive Testing; Computer Assisted Testing; *Educational Assessment; *Grade 12; High Schools; *High School Students; Individual Testing; Item Response Theory; Laboratory Procedures; Pilot Projects; Pretests Posttests; Questionnaires; *Science Tests; Scoring; Student Evaluation; *Test Construction; Test Items
IDENTIFIERS- *Duplex Design; *Individualized Evaluation; Performance Based Evaluation

The goals, principles, and methods of an individualized educational assessment are described as implemented in a 12th-grade science assessment instrument undergoing field trials in Ohio. Pilot tests were planned for December 1990 and March and April 1991. The assessment design incorporates the duplex design of R. D. Bock and R. J. Mislevy (1988) and two-stage testing made possible by computer technology. The first-stage test booklet, which is designed to be administered in February of the school year, consists of a student questionnaire and a 20-item pretest to give a rough idea of the student's level of science preparation. A second-stage form of the test, which is designed to be administered in late March or early April of the school year, is to be assigned to the student based on the level of preparation apparent. The duplex design instrument is intended for scoring on item response theory scales at the student and school levels. Laboratory performance tests have been developed and tested to form part of the student assessment. Currently, there are six exercises in each of four areas: general science, biology, chemistry, and physics. Each exercise requires 80 minutes of laboratory work. Three references are listed, and one table presents the assessment content-by-process item classification. (SLD)

ED 338 673 TM 017 481

Smith, Mary Lee; And Others
The Role of Testing in Elementary Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 223p.; Pages 54-56 and 216 may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Techniques; Comparative Analysis; Definitions; Educational Improvement; Elementary Education; *Elementary Schools; Elementary School Teachers; Interviews; Psychometrics; School Surveys; *Teacher Attitudes; Test Coaching; Test Results; *Test Use
IDENTIFIERS- Arizona (Phoenix); *External Evaluation; *Testing Effects

The goal of this study was to understand the role that external testing plays in elementary schools. Focus was on uncovering teachers' beliefs about testing and preparing students to take tests, how these beliefs and values are organized, and what implications they might have on practice. To accomplish this, the day-to-day life in classrooms and how tests and results come into play were studied. The dual case study design provided an interpretive contrast for two schools from the Phoenix (Arizona) area. Schools used the same external tests

Goodness of Fit; Heuristics; Predictor Variables; *Research Methodology; *Statistical Significance; Validity
IDENTIFIERS- Empirical Research; *Invariance; *Procrustes Rotation; Research Replication

The use of Procrustean rotation as a procedure for assessing the invariance of study results is proposed. Researchers have long relied on significance testing as a measure of judging the worthiness of empirical findings. However, significance testing has come under fire because it does not provide information about the importance or replicability of results. A major misconception is confusing statistical significance testing with reproducibility. Assessing the invariance of study results is a useful alternative. An example is given of an invariance technique following a discriminant analysis. The analysis was calculated from a hypothetical data set with 64 cases and two predictor variables. The rotation technique can be used as a cross-validation procedure, splitting the data from a single sample and comparing the factor vectors from each half. A Procrustean rotation forces orthogonal (uncorrelated) functions of factors to a "best fit" position after setting the factor vectors to unit length to equalize the contribution of each factor vector to the determination of the amount of rotation necessary. The RELATE computer program of D. J. Veldman was used for the necessary calculations. Four tables present data from the analysis. A 20-item list of references is included. (SLD)

ED 338 691 TM 017 520

Dorr-Bremme, Donald W.; Herman, Joan L.
Assessing Student Achievement: A Profile of Classroom Practices. CSE Monograph Series in Evaluation 11.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Evaluation Utilization; Instructional Leadership; National Surveys; *Principals; *Secondary School Teachers; *Student Evaluation; Tables (Data); Teacher Made Tests; Testing Programs; *Test Use
IDENTIFIERS- Testing Effects; *Test Use in Schools Study

The Center for Evaluation Study at the University of California (Los Angeles) conducted the Test Use in Schools study to map the topography of basic-skills achievement testing and achievement test use in public schools across the United States. The survey addressed a nationwide sample of principals and teachers through a successive, random-selection procedure, and focused on determining how leadership activities impact test use. Responses were obtained from 220 principals, 475 elementary school teachers, and 363 high school teachers in 91 of the 114 districts sampled. Return rates were about 50% for high school teachers, about 60% for principals, and about 60% for elementary school teachers. Examination of the survey responses confirms that there are two tiers of student achievement assessment in the country. One tier is internal or local to the schools; it is "owned" and usually produced by the teachers themselves as tests and other assessments of achievement in the classroom by the individual student. The other tier of assessment is external to the school; it is

EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Mathematics; Higher Education; Instructional Effectiveness; *Methods Courses; Periodicals; Research Design; *Research Methodology; *Resource Materials; *Statistics; *Teaching Methods
IDENTIFIERS- *Journal Articles

The purpose of this paper was to provide professors of research methodology and statistics with an annotated bibliography of articles that can be used to teach a particular statistical technique as well as to illustrate specific concepts in research methodology. By using these articles in intermediate and advanced statistics classes, instructors can reinforce design concepts that students usually learn in earlier or previously taken methodology courses. Conversely, instructors of research methodology can use the articles to teach design issues as well as introduce statistics. Appendix A contains the annotated bibliography of articles sorted by statistical procedure. For each article, the first author's name, journal title, year of publication, volume number, pagination, and descriptive statistics are provided. The 71 articles are coded by major statistical procedure discussed, major design feature, noteworthy features, and difficulty level. Major statistical concepts discussed in the articles include, among others: (1) Chi square; (2) Pearson correlation; (3) t-tests; (4) one-way analysis of variance; (5) factor analysis; (6) regression; (7) discriminant analysis; (8) path analysis; and (9) analysis of covariance. Major designs reviewed are: (1) correlational; (2) pre-experimental; (3) quasiexperimental; (4) true experiment; (5) causal comparative/ex post facto; (6) descriptive; (7) meta analysis; (8) single subject; (9) qualitative; and (10) causal model. Appendix B contains the code sheet used to identify features of each article. (Author/SLD)

ED 338 709   TM 017 578

National Curriculum Task Group on Assessment and Testing: Three Supplementary Reports.
PUB DATE- Mar 88
NOTE- 67p.; For the main report, see ED 330 697.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Educational Assessment; Educational Attainment; *Educational Change; Elementary Secondary Education; Foreign Countries; National Programs; *Program Implementation; School Districts; *Standardized Tests; *Systems Development; Testing Programs; Test Use
IDENTIFIERS- *British National Curriculum; Task Force Approach; *United Kingdom

Three supplements to the main report (December 1987) of the Task Group on Assessment and Testing in the United Kingdom are presented. The first report, "Reactions to the Main Report," examines the chief issues raised in public reaction to the main report. The national reaction has been largely positive and supportive. It is reaffirmed that to meet national curriculum objectives a balance is required between standardized tests and other forms of assessment, and that use of both externally prescribed and teacher-made tests offers the best means of securing standards, enhancing skills, and improving learning. The second report, "Application of the Framework to Individual Students," records the outcome of discussions with some subject

Elementary Education; Elementary School Students; *Elementary School Teachers; Grade 1; Instructional Innovation; *Knowledge Level; Mathematical Concepts; *Mathematics Instruction; *Prior Learning; *Problem Solving; Remedial Instruction; *Teacher Role; Teacher Workshops; Teaching Methods; Urban Schools
IDENTIFIERS- *Cognitively Oriented Curriculum Model

A new approach to teaching and curriculum takes seriously the knowledge children have when they enter school. Teachers use the knowledge each child has to make instructional decisions so that the child learns mathematics with understanding, how to solve problems, and the computational skills. Research concerning the problem-solving strategies actually used by children has led to the development of the Cognitively Guided Instruction (CGI) project, in which the use of such knowledge has been studied. Forty first-grade teachers in Madison (Wisconsin) were randomly assigned to treatment or control groups. The 20 experimental group members received extensive training in children's solution strategies during a training workshop in the summer of 1986, but were allowed to plan for themselves how they would use the knowledge. The other 20 teachers served as a comparison/control group in 1986 and took part in a similar workshop in the summer of 1987. Observations after one year showed that experimental group teachers adapted CGI ideas according to their own styles. However, the following three key elements were recognized: (1) multiple solution strategies were recognized and encouraged; (2) there was a focus on problem solving; and (3) teachers had an expansive view of the children's knowledge and thinking. When teachers know about children's mathematical thinking and problem solving, they can facilitate the development of mathematical abilities for children from disadvantaged backgrounds. Two tables, one graph, and a 24-item list of references are included. The paper's discussant is Judith Johnson Richards in a training section entitled "Appreciating Children's Mathematical Knowledge and Thinking in Ethnically, Linguistically, and Economically Diverse Classrooms". (SLD)

ED 338 728   UD 028 255

Resnick, Lauren B.; And Others
Thinking in Arithmetic Class.
PUB DATE- Mar 91
NOTE- 35p.; In: "Teaching Advanced Skills to Educationally Disadvantaged Students" (see UD 028 249).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Arithmetic; *Classroom Techniques; Educationally Disadvantaged; *Elementary School Mathematics; Grade 1; Grade 2; Knowledge Level; Learning Processes; Longitudinal Studies; Mathematics Curriculum; *Mathematics Instruction; Primary Education; Prior Learning; Relevance (Education); Remedial Instruction; *Teacher Role; *Thinking Skills
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Project READ

Early results are reported for an effort to use a reasoning-based mathematics program in the primary classroom. In the preschool years, children develop knowledge about quantities of material, referred to as protoquantitative reasoning. Integrating counting with the protoquantitative schemas seems to occur as early as 4 years of age. Drawing on this knowledge of children's abilities, the following set of principles was developed for the primary arithmetic program: (1) develop children's trust in their own knowledge; (2) draw children's

ED 338 746   UD 028 364

Lawson, Robert C.
Improving School Climate in an Urban Junior High School.
PUB DATE- Jul 91
NOTE- 66p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attendance; Black Students; *Educational Environment; Educational Improvement; Hispanic Americans; *Improvement Programs; Junior High Schools; *Junior High School Students; Program Evaluation; Program Implementation; *Student Attitudes; Suspension; Teacher Morale; *Urban Schools; White Students

The problem of poor school climate in an eighth- and ninth-grade center was addressed by the implementation of a school climate improvement project. The following are the primary goals of this practicum: (1) improve school attendance; (2) reduce out-of-school suspensions; and (3) improve student and teacher morale. To address these goals, a climate improvement program was designed for an urban school containing 900 students (45% Whites, 43% Blacks, and 11% Hispanic Americans), with the following components: (1) positive incentives for good attendance; (2) teacher empowerment; (3) positive comment logs for teachers; (4) displaying student work; (5) positive notes to parents; (6) Saturday work detail; and (7) after school work detail. Implementation involved teachers, administrators, and other school staff. The climate improvement project reduced out-of-school suspensions by 27%, improved daily attendance by 6%, and improved student and teacher morale. Appendices contain the following: (1) the attendance notification letter; (2) the student-of-the-week nomination form; (3) the lead team invitation letter; (4) the teacher comment log; (5) the Saturday work detail notification form; and (6) the teacher and student motivation questionnaires created for use in the study. Three figures illustrate the discussion. A list of 13 references is included. (SLD)

ED 338 747   UD 028 365

Sailes, Gary A.
An Investigation of Black Student Attrition at Indiana University.
PUB DATE- Jun 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *Black Students; *College Students; Education; Higher Education; Mail Surveys; Part Time Students; Predictor Variables; School Holding Power; Student Attitudes; *Student Attrition; Student Costs; Student Educational Objectives; *Withdrawal (Education); Work Experience
IDENTIFIERS- *African Americans; *Indiana University

Black student attrition and its causes were studied at Indiana University. Approximately 60% of black students do not graduate within 5 years of their initial enrollment, in comparison with 40% of white students. A mail survey identified 48 institutional factors and asked students to respond to each was sent to all African American students who had left the University before graduation in the past 2 years. Responses were received from 20 males and 26 females. Most of the students were Indiana residents, and more than half had lived program; (2) participants outperformed a comparison group on a math component only; (3) attendance rates declined significantly; (4) statistics on dropout rates were not conclusive; and (5) examination of withdrawal rates indicated that the program does help to keep participants in school. Data are provided in 13 tables and one bar graph. Included are three references. (JB)

ED 338 766 UD 028 392

Kirkpatrick, Nanda D.; And Others
HISD After-School Opportunities Programs Description 1990-91.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *After School Programs; Attendance; Black Students; Children; *Day Care; Elementary Education; *Elementary School Students; Enrichment Activities; *Extended School Day; Hispanic Americans; Magnet Schools; Minority Groups; Program Descriptions; Recreational Programs; *School Districts; Urban Schools; *Urban Youth
IDENTIFIERS- *Houston Independent School District TX

This report describes after-school programs available in the Houston (Texas) Independent School District (HISD). Fifty-nine sites offer either after-school child care or instruction to elementary school students in the HISD. Magnet's Extended Instructional Day program is the largest and the Houston Committee for Private Sector Initiatives' After-School Partnership (ADOPT) Program is the second largest program in the HISD. Also operating are three smaller programs and a program serving 14 schools operated by the Young Men's Christian Association (YMCA). Researchers gathered information through interviews with administrators, site visits, forms, and questionnaires. Evaluation found the following: (1) in 1990-91, the magnet programs offered additional instruction to 1,932 students (64 percent Blacks or Hispanic Americans) for 2 hours a day; (2) the ADOPT program provides enrichment and recreation; (3) the YMCA program served an average of 918 students; (4) the ADOPT program served 918 students (81 percent of whom were minorities); (5) attendance rates averaged 96 percent at the magnet program and 82 percent at the ADOPT program; (6) in regard to academic and professional background, program staffs included many who had earned a college degree in the magnet program and many who had earned a high school diploma or equivalency exam at the ADOPT program; and (7) a majority of staff in both programs had attended some in-service training. Study data are presented in 18 tables. Two appendices present the staff surveys for the magnet and ADOPT programs. (JB)

ED 338 767 UD 028 393

Kirkpatrick, Nanda D.; And Others
HISD Magnet School Program Description 1990-91.
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academically Gifted; Computer Science Education; Elementary Secondary Education; *Ethnic Groups; Fine Arts;

has increased in each of the 4 years, as has the number of dropouts. Statistical data are provided in 16 figures and 2 tables in 2 attachments. Eight references are listed. (SLD)

ED 338 785 UD 028 417

Frazer, Linda; And Others
History of Dropout-Prevention Events in AISD: Executive Summary.
PUB DATE- Aug 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; Dropout Rate; Dropout Research; Dropouts; Educational History; *Educational Trends; Elementary Secondary Education; *Institutional Role; *School Districts; *Urban Schools
IDENTIFIERS- *Austin Independent School District TX

This report presents major drop-out prevention events in the Austin (Texas) Independent School District (AISD) since these efforts were initiated in 1982 by the Office of Research and Evaluation (ORE). The following are the major findings of the report: (1) the ORE has been researching and studying the dropout problem since 1982-83, and the effort has grown with district initiative, community cooperation, and Federal funding; (2) the ORE developed a system for tracking dropouts in 1983-84 and has published yearly reports since then; (3) state legislation continues to impact the identification and treatment of at-risk students; (4) the AISD is a leader in dropout prevention efforts in Texas, and Texas state policymakers often uses the AISD as a resource when designing legislation; (5) there has been a recognition that the schools as currently structured are not meeting the needs of all students, and consequently, the Evening High School, the Alternative Learning Center, and the restructuring of Robbins Secondary School were developed; (6) the AISD and individual district schools are open to experimenting with new ideas and concepts in order to reduce the district dropout rate; and (7) the AISD continues to respond to research reporting the needs of students. Included are 13 references. (JB)

ED 338 786 UD 028 419

Christner, Catherine; And Others
Chapter 1 and Chapter 1 Migrant. Evaluation Findings, 1990-91. Executive Summary.
PUB DATE- Jun 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; *Low Income Groups; Migrant Children; Migrant Education; *Migrant Programs; Parent Participation; Program Effectiveness; Program Evaluation; *Reading Programs; School Districts; *Urban Schools
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 1

This report describes an evaluation of the Austin (Texas) Independent School District's (AISD) Chapter 1 and Chapter 1 Migrant programs. Chapter 1 is a federally funded compensatory educational program that provided funding in 1990-91 to 25 AISD elementary schools with high concentrations of low-income

"Zeitschrift fur erziehungs--und sozialwissenchaftliche Forschung" brings together educational and social science research topics that address the interactions between education and society in their pedagogical, social, physical, economic, legal, and administrative dimensions. Broadly, the journal combines and compares the efforts of different social disciplines from many countries and cultures, and disseminates results of empirical study and research, hoping to continue the progress of social and educational theory while simultaneously serving the needs of teachers. This document consists of the 11 issues of this journal issued during its initial 5-year period, 1984-1988 (2 issues per year, with an additional special issue on "Comparative Education" in 1987). (DB)

ED 338 557 SO 030 494

Paul, Richard W.; Binker, A. J. A., Ed.
Critical Thinking: What Every Person Needs To Survive in a Rapidly Changing World.
PUB DATE- 90
NOTE- 575p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; *Curriculum Development; Educational Change; Educational Improvement; Educational Innovation; *Educational Objectives; Futures (of Society); Student Educational Objectives; Teaching Methods

A collection of papers that individually and collectively make the argument that critical thinking needs to be placed at the heart of educational reform make up this volume. Thirty-nine papers are organized into three main sections: Section I is entitled: What Is Critical Thinking? This section contains the following papers: (1) The critical thinking movement in historical perspective; (2) Toward a critical society; (3) Critical thinking in North America; (4) Critical thinking--what, why, and how; (5) Critical thinking in the strong sense and the role of argument in everyday life; (6) Background logic, critical thinking, and irrational language games; (7) Critical thinking--fundamental to education for a free society; (8) Critical thinking and the critical person; (9) Critical thinking, moral education, and rationality--an integrated approach; (10) Critical thinking and the nature of prejudice; (11) Critical thinking and bias; (12) Ethics without indoctrination; (13) Critical thinking, moral integrity, and citizenship--teaching for the intellectual virtues; (14) Dialogical thinking--critical thought essential to the acquisition of rational knowledge and passions; and (15) Power, vested interest, and prejudice--on the need for critical thinking in the ethics of social and economic development. Section II, entitled How To Teach for It contains: (16) The critical connection--higher order thinking that unifies curriculum, instruction, and learning; (17) Dialogical and dialectical thinking; (18) Using critical thinking to identify national bias in the news; (19) Socratic questioning; (20) A strategy for developing dialectical thinking skills; (21) Strategies--35 dimensions of critical thinking; (22) Critical thinking in the elementary classroom; (23) Critical thinking in elementary social studies; (24) Critical thinking in the elementary language arts; (25) Critical thinking in elementary science; (26) Teaching critical thinking in the strong sense--a focus on self-deception, world views, and a dialectical mode of analysis; (27) Critical thinking staff development--the lesson

Great Expectations: Emergent Professional Development Schools.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College School Cooperation; Educational Change; *Educational Environment; Elementary Education; Higher Education; Inservice Teacher Education; Literature Reviews; *Preservice Teacher Education; *Program Implementation; School Districts; Teacher Educators; *Teacher Role
IDENTIFIERS- Holmes Group; *Professional Development Schools; Salt Lake City School District UT; University of Utah

Of all the reform efforts current in teacher education, the professional development school (PDS) advocated by the Holmes Group shows the greatest promise because it seeks to tie reforms in teacher education to reforms in schools themselves. This document describes how one institution of higher education (University of Utah) and one school district (Salt Lake City, Utah) have together implemented professional development schools. The report presents data on the effectiveness of the PDS program in educating novice teachers and discusses several dilemmas confronted in the evolving PDS partnership. The dilemmas that have emerged from this PDS-creating experience are: democracy versus coherence; collaboration versus academic freedom; didactic versus conceptual views on teaching and learning; replicative versus reflective orientations; program continuity versus equity in faculty loads; and basic versus applied research. Forty-two references are included. (IAH)

ED 338 577 SP 033 356

Heller, Barbara R.; Kelly, Ann
Parent Involvement: Training Teachers To Facilitate Quality Mathematics Instruction in the Nonpublic Schools.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Jul 91
NOTE- 134p.; Appendixes comprise two-thirds of the document; they contain many pages of light and/or broken type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; Elementary Education; *Elementary School Mathematics; Evening Programs; Higher Education; *Inservice Teacher Education; Learning Activities; *Mathematics Instruction; *Parent Participation; Parents as Teachers; *Parochial Schools; Teacher Role
IDENTIFIERS- EQUALS Program; *Family Math (Equals Project); *New York (New York)

This teacher training project sought to strengthen mathematics instruction in New York City's nonpublic schools (NPS) by training elementary level teachers and administrators in "Family Math"--a nationally acclaimed program conceived by the staff of the EQUALS Project at the University of California at Berkeley. The program works through classroom teachers and brings parents and children together to do math in an interactive and positive environment. The 1-year pilot project consisted of three stages: orientation; staff training; and the development of a Family Math/NPS program in nine representative nonpublic, religiously oriented schools in New York City. The following are discussed in detail: project objectives; descriptions of project activities; and the impact and benefits

EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Elementary Secondary Education; *Job Satisfaction; Longitudinal Studies; *Organizational Climate; Performance Factors; *Public School Teachers; Research Methodology; *Teacher Persistence

The purpose of this study was to examine the causal relationship between teacher commitment to the school organization and job satisfaction in a model of teacher commitment using longitudinal career ladder data. Two focal measures (commitment and satisfaction) and demographic predictors from 854 teachers were analyzed for this study. Cross-lagged correlation/regression analyses were used to determine the causal ordering of teacher commitment and job satisfaction in time-lagged situations. Data analyses clearly support the hypothesis that commitment is different from satisfaction and that satisfaction has greater causal predominance over commitment, with more predictive power than commitment. The findings indicate that satisfaction is a determinant of commitment. A practical implication of this study is that school administrators need to work on creating teacher job satisfaction before the teacher develops a sense of commitment toward the organization. Forty-three references and four data tables are included. (AMH)

ED 338 597 SP 033 403

Seldin, Clement A.
Parent/Teacher Conferencing: A Three Year Study To Enrich Communication.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Communication Skills; Elementary Education; Elementary School Teachers; Inservice Teacher Education; Interaction Process Analysis; Models; *Parent Teacher Conferences; Program Effectiveness; Surveys; Training Methods; *Workshops
IDENTIFIERS- Massachusetts; New Hampshire; Vermont

Although much is written about the importance of parent/teacher communication with emphasis on the significant impact of parent/teacher conferences, teachers report a lack of formal training. Neither institutions of higher education nor the public schools appear to provide clear policy and procedure for parent/teacher conferences. Thus, teachers are ill-prepared to organize and manage the conference to ensure maximum effectiveness. Yet, teachers perceive the conference as an instrumental factor in the public school. This 3-year study began with the development of "Interactive Conferencing," a model designed for successful parent/teacher conferencing in the elementary school. Researchers then created a workshop presentation of this model which was presented to 526 elementary school teachers representing 28 schools. Workshops were scheduled 2-4 weeks prior to parent/teacher conferences. Teachers completed a survey to assess prior training in parent/teacher conferencing and teacher beliefs about the importance of this parent/teacher interaction. Basic demographic information was also obtained. From this group, 388 teachers implemented the conferencing model and returned a second survey to assess the usefulness of the model and the perceived impact of "Interactive Conferencing" on

Vocational Education

IDENTIFIERS- Joint Dissemination Review Panel; *National Diffusion Network Programs; Program Effectiveness Panel

This catalog provides an overview of all exemplary educational programs approved for national dissemination by Department of Education Review panels and introduces the National Diffusion Network (NDN), its programs, and services to schools. The programs described fall into three categories: (1) active projects; (2) limited activity projects; and (3) projects no longer offering services. The projects are divided into 16 sections and arranged alphabetically by project title; each section groups projects with a common focus. The sections are as follows: Adult Eduction; Administration/Organizational Arrangements; Alternative Schools/Programs/Bilingual/Migrant; Basic Skills--Language Arts/Writing, Mathematics, Multidisciplinary, and Reading; Career/Vocational Education; Early Childhood/Parent Involvement; Gifted and Talented/Technology/Special Interests; Health/Physical Education; Preservice/Inservice Training; Science/Social Science; Special Education/Learning Disabilities; Dissemination Processes; and projects which no longer offer service. Indices consist of projects listed by state, ERIC descriptors, and an alphabetical listing. (LL)

ED 338 617 SP 033 439

Educational Programs that Work. A Collection of Proven Exemplary Educational Programs and Practices. 16th Edition.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.

PUB DATE- 90

NOTE- 352p.; Issued annually in cooperation with the National Dissemination Study Group (NDSG) and the National Diffusion Network (NDN). For previous editions, see ED 296 984, ED 266 134, ED 209 768, ED 195 011, and ED 181 004.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Academically Gifted; Adult Education; *Demonstration Programs; *Diffusion (Communication); Early Childhood Education; Elementary Secondary Education; Health Education; Inservice Teacher Education; Language Arts; Mathematics Education; Nontraditional Education; Physical Education; Preservice Teacher Education; *Program Costs; *Program Descriptions; *Program Development; School Administration; Science Education; Social Sciences; Special Education; Vocational Education

IDENTIFIERS- Joint Dissemination Review Panel; *National Diffusion Network Programs; Program Effectiveness Panel

This catalog provides an overview of all exemplary educational programs approved for national dissemination by Department of Education Review panels and introduces the National Diffusion Network (NDN), its programs, and services to schools. The programs described fall into three categories: (1) active projects; (2) limited activity projects; and (3) projects no longer offering services. The projects are divided into 16 sections and arranged alphabetically by project title; each section groups projects with a common focus. The sections are as follows: Adult Education; Administration/Organizational Arrangements; Alternative Schools/Programs/Bilingual/Migrant; Basic Skills--language Arts/Writing, Mathematics, Multidisciplinary, and Reading; Career/Vocational Education;

School Desegregation; *Statistical Analysis; *Student Evaluation; Teacher Evaluation; Test Interpretation; *Test Use

The use of analyses of achievement test data, particularly longitudinal data, in a wide range of court cases bearing upon educational policy and practice is examined, with an emphasis on assessments of the educational progress of students. The main purpose of the project is to show that assessments of educational progress (i.e., student learning) are integral to many court cases and related educational policy issues. Project participants were educational researchers and specialists in quantitative methods. The major research questions addressed the types of questions about student progress that arise in educational court cases, the types of data and statistical summaries that are presented in court cases, courts' responses to the empirical evidence on student progress, and presentations that prove most successful. The representation of academic progress by student growth in achievement, the definition and representation of expected growth, and data and methods used in practice to assess student progress are discussed. Specific educational court cases involving the measurement of student progress are presented covering the evaluation of teacher performance, racial discrimination, mandated desegregation, and student classification. Reanalyses of the evidence presented in two cases are also described. Finally, suggestions are made for improved data collection, data management, and statistical analysis. A 61-item list of references, an annotated bibliography of additional sources, and two computer programs for analyzing student progress are included. (TJH)

ED 338 636 TM 014 626

Public School Choice.
PUB DATE- Mar 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Vouchers; Elementary Secondary Education; *Magnet Schools; Nontraditional Education; *Parent Attitudes; *Public Schools; School Attitudes; *School Choice; School Desegregation; Voluntary Desegregation
IDENTIFIERS- *Montclair Public Schools NJ

Two papers by B. C. Clewell and M. F. Joy and one paper by the Educational Commission of the States discuss the frequently debated questions of parental choice of the public schools their children attend. The first paper, "Montclair--A Model Magnet," describes the experience of the Montclair (New Jersey) school system in using a voluntary magnet school program to desegregate its schools, and it is based on information from an evaluation of the Montclair plan conducted by B. C. Clewell and M. F. Joy. The Montclair experience provides a concrete example of an effective magnet plan. The second paper, "What the Research Says," is drawn from the same evaluation of the Montclair schools. Three types of public school choice programs have generally been studied: (1) regulated voucher systems; (2) alternative schools; and (3) magnet plans. The third article, "An Overview of Choice Programs across the U.S.," is drawn from "Survey of State Initiatives: Public School Choice," published by the Education Commission of the States. Five types of choice plans have been identified: (1) interdistrict choice plans; (2) intradistrict plans; (3) second-chance plans of alternatives for students who have been unsuccessful; (4) postsecondary enrollment options for secondary students; and (5) magnet and

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Standards; Achievement Tests; *Educational Assessment; Educational Policy; Grade 4; Grade 8; Grade 12; Intermediate Grades; Knowledge Level; Longitudinal Studies; Measurement Techniques; *National Programs; National Surveys; *Policy Formation; Secondary Education; Student Evaluation; Testing Programs; Test Use
IDENTIFIERS- Angoff Methods; *National Assessment of Educational Progress; *Standard Setting

The National Assessment Governing Board (NAGB) is responsible for improving the form and use of the National Assessment of Educational Progress (NAEP). The NAGB is beginning to define achievement levels to state clearly what students should know and be able to do at key grades in school. This report creates a policy framework, definitions, and technical procedures for establishing these achievement levels. The report is divided into three sections: policy framework, technical procedures, and display of NAEP results in terms of achievement levels. The following three levels are to be established for each grade and subject tested: (1) proficient, a solid academic performance for grades 4, 8, and 12; (2) advanced, signifying superior performance beyond mastery at grades 4, 8, and 12; and (3) basic, a demonstration of partial mastery of knowledge and skills that are fundamental for proficient work at grades 4, 8, and 12. The NAGB intends to use this framework for reporting results for newly developed assessments for 1992 and subsequent years. An ad hoc advisory panel is to be appointed to assist in defining the levels, drawing on a number of assessments and studies. The second part of this report, technical procedures to be used, includes a modified Angoff procedure for standard setting. Appendices to the second section provide sample forms for use in the process. The third section of this document contains four sample graphics as potential ways of reporting achievement level information. (SLD)

ED 338 655 TM 017 424

Keefe, James W.
Education for Adaptation.
PUB DATE- 30 Mar 84
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjustment (to Environment); Child Development; Cognitive Psychology; *Developmental Psychology; *Educational Change; Educational Environment; Elementary Secondary Education; *Individual Differences; *Learning Theories; *Piagetian Theory; School Role; Student Needs
IDENTIFIERS- *Learning Environment

The question of what schools should do about individual differences among learners is discussed with reference to the cognitive theories of Piaget. Historically, teachers were not expected to adjust to individual differences; the child who could not adapt was at fault. Around the turn of the present century, educators began to turn their attention to modifying the learning environment for the child. Eventually, two approaches emerged: (1) cognitive researchers and theorists examined models of learning and information processing to search for basic teaching concepts and learning skills; and (2) practitioners looked for ways to modify the teaching/learning

(the Iowa Tests of Basic Skills, Basic Skills Test, Continuous Uniform Evaluation System, and Study Skills Test). Although the schools had many similarities, including that of population, one had a program-centered, phonics-based curricular context, and the other had a student-centered, literature-based approach. Observations of 29 classrooms, interviews with 19 teachers, and more extensive observations of 6 focal classrooms made the analysis of beliefs about testing possible and allowed the description of activities related to testing at the two schools, including test preparation and coaching. Study findings are grouped into: (1) local definitions of testing; (2) the role of testing; and (3) the effects of testing. It is held that to define the role of testing as simply psychometric is to oversimplify it, but it is the psychometric weaknesses of tests that make them useful weapons in skirmishes among interest groups. It is argued that no test score ever improves schools. The changes brought about because of test scores are short-term and largely symbolic. Seven exhibits, one figure, and one table are provided. A 70-item list of references is included. Two appendices summarize a survey of Arizona educators and discuss disappointing test scores. (SLD)

ED 338 674 TM 017 483

Shepard, Lorrie A.
Psychometricians' Beliefs about Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Behaviorism; *Cognitive Psychology; Criterion Referenced Tests; Elementary Secondary Education; *Learning Theories; National Surveys; *Psychometrics; School Districts; Sequential Learning; Telephone Surveys; Test Coaching; Test Use; *Theory Practice Relationship
IDENTIFIERS- *Test Directors

Beliefs that psychometricians hold about learning were examined through telephone interviews with directors of testing from all 50 states and with a sample of test directors from 50 selected school districts. Interpretations of what these measurement specialists believed were based on reanalyses of the primary narrative interview data. A majority of specialists operated from implicit learning theories that encourage the close alignment of tests with curriculum and judicious teaching of test content. These beliefs, associated with criterion-referenced testing, derive from behaviorist learning theory that requires the sequential mastery of constituent skills and behaviorally explicit testing of each learning step. This sequential facts-before-thinking model of learning is contraindicated by a substantial body of evidence from cognitive psychology. It is asserted that the hidden assumptions about learning should be examined precisely because they are covert. Formal debate among measurement specialists will help ensure that testing plays its desired role in the improvement of education. There is a 32-item list of references. Two appendices present two tables summarizing interview responses and nine figures illustrating models of mandated by district, state, or federal program requirements. Both tiers are underutilized; neither fulfills its potential for helping students. Case studies and research-based models are included to illustrate how schools and districts can integrate these tiers to plan for instructional improvement. There are 31 tables of study data and 6 figures illustrating the concepts discussed. A 50-item list of references is included. (SLD)

ED 338 692 TM 017 524

Vaughan, Willard S., Ed.
Cognitive and Neural Sciences Division, 1991 Programs.
PUB DATE- Aug 91
NOTE- 243p.; For 1990 programs, see ED 331 881.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; *Biological Sciences; *Cognitive Psychology; *Intelligence; Neurological Organization; *Neuropsychology; *Perception; Program Descriptions; *Research and Development; Research Projects; Science Programs
IDENTIFIERS- *Office of Naval Research

This report documents research and development performed under the sponsorship of the Cognitive and Neural Sciences Division of the Office of Naval Research in fiscal year 1991. It provides abstracts (title, principal investigator, project code, objective, approach, progress, and related reports) of projects of three program divisions (cognitive science, perceptual science, and biological intelligence). Cognitive science research programs provide a theoretical understanding of the human learner and performer of complex cognitive skills. They address formal cognitive architectures and neurocognitive science; knowledge, skill, and expertise; learning and instruction; and model-based measurement. Perceptual science research programs emphasize perceptual computation and representation in terms of vision, audition, touch, and manipulation. Related topics include haptics and sensory guided motor control and human factors technology. Biological intelligence research programs strive to elucidate the organization, structural bases, and operational algorithms characterizing information processing networks within neural systems. Related topics include computation in large neural networks, single-neuron computation, chemical modulators of information processing, neural processing of sensory information, and computation in olfactory systems. Programs on manpower, personnel, and training research and development; a university research initiative; and stress and performance are also included. (SLD)

ED 338 693 TM 017 528

Webb, Noreen; And Others
The Role of Symbolic Representation in Achievement and Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 91p.; Several appended figures contain small, broken type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Grade 8; Illustrations;

specialists on the application of the proposed assessment framework to individual subjects. Specific advice is given with regard to attainment targets, performance levels, and aggregation of results. The third report, "A System of Support," presents conclusions about the implementation, administration, and support of the system needed for the national assessment framework. The general criteria that the organizational structure should meet and the functions of each body in the system are discussed. An appendix to the third report contains the case study illustrating program implementation in a large county school district. (SLD)

ED 338 710 TM 017 579

Crehan, Kevin
Performance Assessment: Comparative Advantages.
PUB DATE- Oct 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Arizona Educational Research Association (Flagstaff, AZ, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Concept Formation; Content Validity; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Mathematics Achievement; *Multiple Choice Tests; Reading Achievement; *Scoring; Skill Development; *Testing Problems; Thinking Skills; Writing Evaluation
IDENTIFIERS- Paper and Pencil Tests; *Performance Based Evaluation; Short Answer Tests

Some potential relative advantages of performance assessment strategies over paper-and-pencil tests using short-answer and multiple-choice item formats are discussed. The major advantage of the multiple-choice test is its ability to sample a large number of learning outcomes efficiently. However, performance assessments are increasingly being used to observe concept acquisition and skill development in reading, writing, and mathematics. Performance assessments are superior to paper-and-pencil tests in their influence on learner motivation and preparation because they can be natural and normal parts of the instructional setting. Multiple-choice tests are easier to score, but performance assessments may be more content valid, inasmuch as the performance exercise is the natural goal of instruction. There is potential for the use of performance assessment to result in: (1) better integration of assessment and instruction; (2) more focus on higher level thinking skills; (3) higher motivation for engagement in instructional activities and preparatory study; and (4) enhanced instructional and content validity. The potential benefits of performance assessment may well warrant its relatively high cost. Four references are included. (SLD)

ED 338 711 TM 017 587

de-la-Torre, Roberto; Vispoel, Walter P.
The Development and Evaluation of a Computerized Adaptive Testing System.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

informal knowledge into the classroom; (3) use formal notation as a record of discussions and conclusions; (4) introduce key mathematical structures as quickly as possible; (5) encourage everyday problem finding/solving; and (6) talk about mathematics, rather than just doing arithmetic. These principles have been applied to two cohorts of children, one beginning in the first grade, and the other beginning in the second grade. In these two classes, the program appeared effective in raising mathematics scores on the California Achievement Test for children of all ability levels, and the approach was successful for educationally disadvantaged children. The program is described as a version of the cognitive apprenticeship called for by A. Collins and others in an influential paper (1989). These initial efforts will be part of a long-term project to revise instructional practice. Seven figures and a 12-item list of references are included. The paper's discussant is Nancy Vye (and others) in a taining piece entitled "Exploring a Reasoning-Based Program for Teaching Arithmetic". (SLD)

ED 338 729   UD 028 256

Collins, A.; And Others
A Cognitive Apprenticeship for Disadvantaged Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 91
NOTE- 33p.; In: "Teaching Advanced Skills to Educationally Disadvantaged Students" (see UD 028 249). Also published separately by the Center for Technology in Education, as Technical Report No. 10.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Apprenticeships; Children; *Disadvantaged Youth; *Educational Environment; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; *Learning Processes; Middle Schools; Models; Relevance (Education); Remedial Instruction; Teaching Methods; Urban Schools
IDENTIFIERS- *Cognitively Oriented Curriculum Model

A framework is described for extending the principles of apprenticeship to teaching such subjects as reading, writing, and mathematics. Such a cognitive apprenticeship is aimed at teaching students the processes experts use to handle complex tasks. Conceptual knowledge and factual knowledge are illustrated within the contexts in which they are used. The proposed framework, comprised of content, method, sequencing, and sociology, is consistent with the goals of compensatory education. The cognitive apprenticeship model is useful for all students, but is particularly effective for disadvantaged, or at-risk, students because learning is embedded in a setting that is more like work, with an authentic connection to students' lives. Examples are given of cognitive apprenticeship programs in an urban middle school in Rochester (New York), and an urban secondary school in Harlem (New York). By giving their students long-term projects that engage them deeply and by constructing an environment embodying the principles of the described framework, these schools have begun fostering cognitive apprenticeship. The two schools' progress should be followed and their methods replicated to move education to a more rational system. One figure and a 25-item list of references are included. The paper's discussant is Herb Rosenfeld in a taining piece entitled "Reflections from a off campus. Reasons for leaving were diverse, but academic difficulties were the chief reason for withdrawal. Approximately 65% of the respondents left because they were dissatisfied with their grades. Over half felt they had poor study habits, and 42% had been on academic probation. Financial aid difficulties were another major factor contributing to withdrawal. Other factors often cited were the university social environment and the desire to pursue full-time work experience. Thirty-seven percent had transferred to another college, and 38% reported that they would work full-time and attempt to attend college part-time. Implications for retaining black students in college are discussed. A bar graph illustrates the withdrawal reasons. A list of five references is included. (SLD)

ED 338 748 UD 028 367

The Boston/Chelsea Urban Team after One Year.
PUB DATE- Oct 90
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; *Educational Change; Educational Objectives; Educational Policy; Elementary Secondary Education; *Program Effectiveness; Remedial Programs; School Choice; School Districts; Special Education; *State Programs; Student Placement; Urban Problems; *Urban Programs; Urban Schools; Vocational Education
IDENTIFIERS- *Boston Public Schools MA; *Chelsea School System MA

A conscious strategy for educational reform has guided the 1990 efforts of the Boston/Chelsea (Massachusetts) Urban Team. Elements of the strategy include the following: (1) acknowledging that the individual school, not the state or federal program, is the fundamental unit of education; (2) breaking down the compartmentalization of bilingual, special, remedial, and vocational education; (3) using parent choice of schools as an agent for school reform; (4) raising and meeting expectations for poor children; and (5) modeling behavior in the Massachusetts State Department of Education (MSDE) that should be copied in the schools. The nine objectives established for the Boston schools are reviewed, and progress toward each is discussed. Problems with student assignment to schools have been among the roadblocks to reform in Boston. On the plus side, 18 elementary schools and middle schools designated "Schools that Are Restructuring" (STAR) have benefitted from funding and extensive technical assistance. In Chelsea, reform efforts followed and made progress toward eight specific objectives. Nine new objectives are proposed for both cities, and implications for the MSDE are discussed. The integration of bilingual education into the rest of the school program provides a good example of the cooperative and problem-solving model the Boston/Chelsea team advocates. Appendices comprise the following: (1) recommendations on modifications to the student assignment plan in Boston; and (2) materials for the STAR program. The paper includes four references. (SLD)

ED 338 749 UD 028 368

Chapter 188 Essential Skills Dropout Prevention Grant Program. FY 1988 Final Report.
PUB DATE- 89
NOTE- 18p.

*Magnet Schools; Mathematics Education; *Minority Groups; *Program Descriptions; *School Districts; Science Education; *Urban Schools
IDENTIFIERS- *Houston Independent School District TX

This paper describes magnet school programs offering a special or enhanced curricula to attract an ethnically diverse population at all grade levels in the Houston (Texas) Independent School District (HISD). Researchers collected data through interviews, site visits, brochures, campus programs summaries, and an analysis of the Student Master File. Evaluation of the data found that 89 educational programs located on 81 campuses have been established and operated during the 1990-91 school year. Organizationally, the following four basic types of programs exist: (1) School-within-a-School; (2) Add-On Programs; (3) Separate and Unique Schools; and (4) Cluster Centers. These programs serve students in pre-kindergarten through grade 12, and feature enrichment instruction in the areas of fine arts (in 12 elementary schools and 5 middle schools); mathematics, science, and computers (in 12 elementary schools and 4 middle schools); extended instructional day; and gifted and talented (in 10 elementary schools and 6 middle schools). Two programs offer Montessori instructional methods, and 11 elementary schools offer Extended Instructional Day Programs. At the high school level there are 16 specialty programs. Data indicate that 31,653 students were enrolled in elementary and secondary Magnet programs; 67 percent were minority students (Black and Hispanic American) and 33 percent were from other ethnic groups. Study data are presented in six tables. Two appendices provide various policy statements and guidelines. (JB)

ED 338 768 UD 028 394

Pierce, Lorraine Valdez
Effective Schools for National Origin Language Minority Students.
PUB DATE- 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Educationally Disadvantaged; Educational Policy; *Educational Quality; Effective Schools Research; Elementary Secondary Education; English (Second Language); Ethnic Groups; Hispanic Americans; *Limited English Speaking; *Minority Groups; *School Effectiveness; Second Language Instruction; Spanish Speaking; *Urban Schools
IDENTIFIERS- Chula Vista City School District CA; Corpus Christi Independent School District TX; *Language Minorities

This monograph examines effective schooling for language minority students through a review of current practices, an analysis of current thinking on related issues, and a look at actual exemplary schools and programs. The first section briefly reviews effective schools research as an introduction to the text. The second section looks in detail at instructional practices that preclude equity and excellence. This section also addresses practices that promote acquisition of English and understanding of and respect for cultural differences in the classroom. The third section is a re-analysis of the effective schools literature covering the following topics: (1) cultural pluralism; (2) parent participation; (3) shared governance; (4) academically rich programs; (5) skilled use and training of teachers; (6) personal attention to students; (7) student responsibility for school affairs; (8) an accepting and supportive environment; and (9) teaching aimed at preventing academic problems. The fourth section describes research that students. Chapter 1 Migrant is also a federally funded program that provided compensatory reading services to migrant students at 11 AISD elementary and secondary campuses in 1990-91. The study's major findings are as follows: (1) students served by the Supplementary Program made greater than a year's gain in their reading comprehension scores; (2) at Walnut Creek, students in grades 2 and 5 made over a year's gain in reading comprehension, while students in grade 3 made only an 0.2 gain; (3) on an October 1990 achievement test, Walnut Creek students averaged the highest master levels; (4) Chapter 1 Migrant teachers and tutors provided instructional services to 175 migrant students (52 percent of those eligible); (5) all six of the institutions for neglected or delinquent students met their goals for the 1990-91 school year; and (6) the attendance of both Chapter 1 Regular and Chapter 1 Migrant parents at Parent Advisory Council meetings decreased. Eighteen figures illustrate the text. Included are a list of participating schools, definitions, and seven references. (JB)

ED 338 787 UD 028 422

Smyer, Roxane; Bliss, Kris
Crockett's Project Success: 1990-91 Evaluation Report. Executive Summary.
PUB DATE- Sep 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; *Dropout Prevention; Dropout Programs; High Schools; *High School Students; *Incentives; Potential Dropouts; *Program Effectiveness; Program Evaluation; Urban Schools; *Urban Youth
IDENTIFIERS- *Austin Independent School District TX

This report describes an evaluation of Project Success, a dropout prevention program at Crockett High School in Austin (Texas). The class centered program provided incentives for improved educational performance and attendance of at-risk ninth-grade students in the 1990-91 school year. The project served 103 students over the fall 1990 and spring 1991 semesters. The evaluation includes comparison of program participants with a similar group at another school. The evaluation produced the following major findings: (1) participants had a dropout rate of 6.8 percent, which is lower than the comparison group; (2) the project did not have a positive impact on achievement because participants did not achieve predicted test score gains; (3) participants' attendance rates declined from the 1989-90 to the 1990-91 school year, however, the extent of the decrease was less for the participants than for the comparison students; (4) it was not possible to determine the impact of the incentives on students' attendance and achievement; and (5) teachers perceived conference attendance, planning periods, and smaller class size as fringe benefits rather than performance incentives. Statistical data are provided in two figures. (JB)

ED 338 788 UD 028 423

Paredes, Vicente
Historical Retention Report 1990-91. Executive Summary.
PUB DATE- Jul 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

plan remodelling approach; (28) The Greensboro Plans--a sample staff development plan; and (29) Critical thinking and learning centers. Section III, entitled, Grasping Connections--Seeing Contrasts, contains: (30) McPeck's mistakes-- why critical thinking applies across disciplines and domains; (31) Bloom's taxonomy and critical thinking instruction--recall is not knowledge; (32) Critical and cultural literacy--where E. D. Hirsch goes wrong; (33) Critical thinking and general semantics--on the primacy of natural languages; (34) Philosophy and cognitive psychology--contrasting assumptions; (35) The contribution of philosophy to thinking; (36) Critical thinking and social studies; (37) Critical thinking and language arts; (38) Critical thinking and science; and (39) Critical thinking, human development, and rational productivity. An appendix contains two additional items: (40) What critical thinking means to me: the

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ED 338 558 SP 032 761

Houston, W. Robert; And Others
A Study of the Induction of 300 First-Year Teachers and Their Mentors, 1989-1990.
SPONS. AGENCY- Houston Independent School District, Tex.; Houston Univ., Tex.; Texas Education Agency, Austin.
PUB DATE- Nov 90
NOTE- 167p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Alternative Teacher Certification; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Job Satisfaction; *Mentors; Peer Relationship; *Program Attitudes; Program Design; *Role Perception; Staff Development; *Teacher Attitudes; Teaching Experience; Training Methods
IDENTIFIERS- Houston Independent School District TX; *Houston Teacher Conservation Project TX

This document is a compilation of 11 separate reports on the Houston Independent School District (Texas) support program, 1989-90, which paired over 300 first-year teachers with mentors who usually taught the same subject or grade level, were assigned to the same school, were experienced, agreed to work with beginning teachers, and were paid a stipend. The 11 technical reports are derived from studies of the perceptions of the program participants in October 1989, after they had taught for 2 months, and again in April 1990, after they had taught for 8 months. The following reports are included: (1) "Teacher Conservation Project Houston Independent School District 1989-1990"; (2) "Perceptions of First-Year Teachers of the Assistance Provided by Experienced Support Teachers"; (3) "Perceptions of Experienced Support Teachers of the Assistance Provided to First-Year Teachers"; (4) "Interviews with First-Year Teachers and Their Experienced Support Teachers"; (5) "Effects of Experienced Support Teacher Assistance on First-Year Teacher Confidence, Satisfaction, and Plans To Continue Teaching; (6) "Perceptions of Certified Elementary Teachers and Alternatively Certified Teachers"; (7) "Designing Effective Induction Programs"; (8) "Perceptions of First-Year Teachers of the Assistance Provided by Experienced Support Teachers after 8 Months of School"; (9) "Perceptions of Experienced Support Teachers at the End of 8 Months of School of Their Assistance to First-Year Teachers"; (10) "Effects of Experienced Support Teacher Assistance after 8 Months of School on First-Year of family math for teachers, parents, students, and the school. Nine appendixes include: (1) a description of the program; (2) details of inservice credit; (3) promotional materials; (4) a brochure describing Family Math in Nonpublic Schools; (5) NPS Orientation meeting materials and rating forms; (6) NPS training workshop agendas, materials, and rating forms; (7) observation schedule and teacher, principal, and parent surveys; (8) sample school agendas; and (9) an evaluation report. (LL)

ED 338 578 SP 033 359

Brylinsky, Jody
Concerns and Education Regarding Issues of Weight Control and Female Athletes: Body Image and Female Athletes.
PUB DATE- 31 Mar 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 31, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Athletes; *Body Image; Body Weight; Children; Cognitive Development; *Cultural Influences; *Females; Feminism; Physical Attractiveness; *Social Influences; Young Adults
IDENTIFIERS- *Eating Disorders

An examination of the interaction of social and cultural influences on body image development may yield an explanation for the development of eating disorder behavior, especially in understanding the special problems facing women athletes. There appear to be two major sociocultural factors influencing the development of body image in the population of young women (15-25 years old) most likely to be affected with eating disorders: (1) the onset of the feminist movement which may have contributed to role and identity confusion and (2) the emphasis on thinness for women that emerged during the 1960s. There are three factors that cause disturbance to a smoothly developing body image: biological change; environmental change; and interactional change. As a child matures in thinking abilities, what was once an objective appreciation of body size and physical limitations soon becomes more abstract and qualitative. From that point on, social norms and social experiences dominate the final development of self-image. Increased physical exertion and stimulation tend to facilitate keener body awareness and sense of well-being and therefore enhance satisfaction with body parts. Women athletes clearly indicate more positive feelings toward their bodies than nonathletic women, especially with regard to energy levels and health. Sixty-three references are given. (IAH)

ED 338 579 SP 033 365

Coley, Richard J.; Goertz, Margaret E.
Characteristics of Minority NTE Test-Takers. Teacher Programs Council Report No. 91-1.
PUB DATE- Sep 90
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

parent/teacher conferences. Teachers found the model to be exceptionally helpful because it provided the tools needed to improve significantly the overall quality of the parent/teacher conference. (AMH)

ED 338 598 SP 033 405

Ridley, Lucinda L.; Buehler, Ruth M.
Effective Teacher Behaviors: A Survey of In-Service Special Educators.
PUB DATE- Oct 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Special Education; *Special Education Teachers; Surveys; *Teacher Behavior; *Teacher Effectiveness; *Teaching Experience; *Teaching Skills
IDENTIFIERS- *Rank Order

In an effort to generate a list of effective teacher behaviors for special education, a survey was taken of special education teachers (N=41). The teachers were asked to rank order 11 skill areas according to their relative importance in effective teaching and to utilize their knowledge and experience to specify effective performance behaviors in each of the following areas: classroom management; behavior management; professional behavior; lesson preparation; subject presentation; interpersonal relationships; professional knowledge; multicultural awareness; knowledge relevant to special education field; teaching skills; and general information/common sense. Respondents were also requested to provide a maximum of five descriptive phrases to define each ranked area. Survey results from the 25 responding teachers were compiled for the total group and for each category. Behavior and classroom management were the two areas most valued for effective teaching. The consensus reached by these survey respondents reflected their practical experiences in the field and was an initial step toward identification and clarification of requisite behaviors for effective teaching. (LL)

ED 338 599 SP 033 406

Rowan, Brian
The Shape of Professional Communities in Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140)
DESCRIPTORS- Academic Achievement; Collegiality; *Educational Principles; *Faculty Development; High Schools; Improvement Programs; Inservice Teacher Education; *Policy Formation; Professional Recognition; Teacher Effectiveness
IDENTIFIERS- *Professional Community; *Professionalism; Professional Socialization

The study described here examined the professional communities of teachers in American high schools. Data were derived from a

Early Childhood/Parent Involvement; Gifted and Talented/Technology/Special Interests; Health/Physical Education; Preservice/Inservice Training; Science/Social Science; Special Education/Learning Disabilities; Dissemination Processes; and projects which no longer offer service. Indices consist of projects listed by state, ERIC Descriptors, and an alphabetical listing. (LL)

ED 338 618 SP 033 440

Educational Programs that Work. A Collection of Proven Exemplary Educational Programs and Practices. 17th Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- 91
NOTE- 314p.; Issued annually in cooperation with the National Dissemination Study Group (NDSG) and the National Diffusion Network (NDN). For previous editions, see ED 296 984, ED 266 134, ED 209 768, ED 195 011, and ED 181 004.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academically Gifted; Adult Education; *Demonstration Programs; *Diffusion (Communication); Early Childhood Education; Elementary Secondary Education; Health Education; Inservice Teacher Education; Language Arts; Mathematics Education; Nontraditional Education; Physical Education; Preservice Teacher Education; *Program Costs; *Program Descriptions; *Program Development; School Administration; Science Education; Social Sciences; Special Education; Vocational Education
IDENTIFIERS- Joint Dissemination Review Panel; *National Diffusion Network Programs; National Education Goals 1990; Program Effectiveness Panel

This catalog provides an overview of all exemplary educational programs approved for national dissemination by Department of Education Review panels and introduces the National Diffusion Network (NDN), its programs, and services to schools. The introduction includes the six National Education Goals (1990). The programs described fall into three categories: (1) active projects; (2) limited activity projects; and (3) projects no longer offering services. The projects are divided into 17 sections and arranged alphabetically by project title; each section groups projects with a common focus. The sections are as follows: Adult Education; Administration/Organizational Arrangements; Alternative Schools/Programs/Bilingual/Migrant; Language Arts/Writing/Literature; Mathematics; Multidisciplinary Skills; Reading; Career/Vocational Education; Early Childhood/Parent Involvement; Gifted and Talented/Technology/Special Interests; Health/Physical Education; Preservice/Inservice Training; Science; Social Science; Special Education/Learning Disabilities; Dissemination Processes; and projects whose services are no longer available. Indices consist of projects listed by state, ERIC descriptors, and an alphabetical listing. (LL)

ED 338 619 SP 033 453

Bainer, Deborah L.; Cantrell, Diane
The Relationship between Instructional Domain and the Content of Reflection among Preservice Teachers.
PUB DATE- Oct 91

state-supported programs for special approaches. The data in these three articles are designed to inform the debate about public choice of schools. Four figures are included. (SLD)

ED 338 637 TM 015 126

Preparing Kentucky Youth for the Next Century: What Students Should Know and Be Able To Do and How Learning Should Be Assessed. The Report of the Council on School Performance Standards. Volume I. Executive Summary, Recommendations, and Technical Report. Volume II. Appendixes. Presented to: Governor Wallace G. Wilkinson, the Kentucky General Assembly, The Superintendent of Public Instruction, and the State Board for Elementary and Secondary Education.
PUB DATE- Sep 89
NOTE- 407p.; Paper is the first of a two-volume document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Educational Assessment; Educational Improvement; *Educational Objectives; Education Work Relationship; Elementary Secondary Education; Futures (of Society); High School Graduates; Interviews; Performance; *Relevance (Education); *State Programs; *Testing Programs
IDENTIFIERS- Common Core of Learning (Kentucky); Kentucky Council on School Performance Standards

The Council on School Performance Standards, appointed in February of 1989 by the Governor of Kentucky, was charged with finding out what students in Kentucky should know and be able to do, and with determining the best ways to assess student learning. The Council met with six groups: community leaders; employers; parents; school administrators; teachers; and students. Information from the group interviews was used in a telephone survey concerning what should be expected of a Kentucky high school graduate. Results from the survey of 637 state residents selected at random and 201 opinion leaders in the state indicated that Kentuckians expect a high school graduate to be prepared for real life situations, and to have an excellent command of communications and mathematics skills. Four task forces composed of teachers, administrators, Department of Education personnel, and college professors made recommendations for preparing students for the future. A fifth task force addressed issues of evaluation. The work of these task forces is summarized in four recommendations, namely, that the State of Kentucky should: (1) adopt a new Common Core of Learning (CCL), with an emphasis on the application of basic skills/knowledge and on student performance; (2) assess student performance beyond paper and pencil tests; (3) encourage local efforts toward achieving the goals of the CCL; and (4) initiate two development efforts in support of the new CCL. Six tables and one figure are provided. The appendices comprise the greater part of the document. Appendix A contains the executive orders by Governor W. G. Wilkinson (1989) establishing the CSPS and its mandate for the study of Kentucky schools. Appendix B presents a report called "Expectations of High School Graduates" from the Survey Research Center of the University of Kentucky assessing what knowledge, skills, and values are expected of high school graduates. This information was obtained through telephone surveys of 637 citizens. Six tables present the survey data. Appendix C provides more specific data about the telephone survey with 25 pages of responses to environment to accommodate different types of learners. The cognitive development theory of Piaget provides a philosophical foundation for a middle ground between extreme augmentational and individualistic positions. Adaptation is the balance point between the processes of assimilation, by which the learner incorporates stimuli without having to modify them, and accommodation, by which the learner modifies existing schema. Both augmentation of cognitive skills and personalization of the learning environment can be adaptive behaviors. Piaget's theory supports a middle ground that recognizes a role for augmentation and personalization, depending on the ages and needs of learners. The decision to change the learning environment or the learner becomes a practical one involving many tradeoffs. Nine references are included. (SLD)

ED 338 656 TM 017 428

Bobbett, Gordon C.; And Others
Role of School District Report Cards? (Why Do We Bet on .25 with .75 Running Loose?).
PUB DATE- Aug 91
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Fargo, ND, August 11-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Decision Making; *Educational Assessment; Educational Policy; Elementary Secondary Education; Evaluation Methods; *Institutional Characteristics; Outcomes of Education; Predictor Variables; *School Districts; Test Results
IDENTIFIERS- *Status Reports; *Tennessee

Report cards (RCs) on schools have become common in several states. This study determined relationships among factors reported in RCs developed for local school districts within Tennessee in 1988-89. Every year the state board of education produces an RC for each school district containing student outcome data (test results and achievement data) and other school district data. Research questions are: (1) how do school district characteristics currently reported in the RCs relate to reported student academic achievement; (2) how do reported district characteristics relate to each other; (3) when rank-ordered on the basis of student outcomes, how do districts perform in terms of district and community characteristics reported in the RC; (4) do the reported district characteristics represent all factors that influence student academic achievement; and (5) how can findings of this study inform educational policy decisions? In all, 121 out of Tennessee's 139 school districts were considered. Results show that "good" inputs, such as money, small classes, and "good" community, do not guarantee high student achievement, and that the individual association of any one factor with high achievement is minor. Clearly, factors other than those reported in the RCs are at work in the highest and lowest performing districts. Commonly used and reported measures account for only about 25% of the variance relative to mean student outcome; the other 75% remains unexplained. Five tables and 14 figures present study data. A four-item list of references is included. (SLD)

ED 338 657 TM 017 431

Burrell, Brenda; And Others

measurement concepts. (SLD)

ED 338 675 TM 017 484

Catterall, James S.
A Reform Cooled-Out: Competency Tests Required for High School Graduation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Asian Americans; Black Students; *Educational Change; *Graduation Requirements; High Schools; *High School Students; Hispanic Americans; Interviews; *Minimum Competency Testing; School Surveys; Standardized Tests; *State Programs; Student Attitudes; Teacher Attitudes; Test Coaching; *Testing Problems; Testing Programs; Test Use; White Students
IDENTIFIERS- California; New York; Utah; Virginia

Since the mid-1970s, at least 20 states have instituted standardized tests that must be passed before students can receive a high school diploma. This paper draws on data collected in four states to explore some of the lasting effects of competency test legislation. Of particular interest is student awareness of these tests. A survey of 733 students and interviews with nearly 60 educators and administrators provide information about test impact. The states studied were two with the lowest reported graduation rates (California and New York) and two with the highest reported graduation rates (Virginia and Utah). One urban, one rural, and one suburban school district were chosen from each state, with a focus on students in grades 9 and 11. Over half the sample was in a college preparatory track. Blacks comprised 16%, Hispanic Americans comprised 12%, and Asians comprised 8% of the sample. Student awareness of competency testing policy was low, at about 50%. Black, Hispanic American, and Asian students were somewhat more aware of the requirement, with about 70% knowing they faced a graduation test. Parents almost completely ignored the graduation test. It is suggested that such a test will not contribute to student performance through motivation or diagnostic mechanisms if students are not aware of it, or do not care about it. An appendix contains five tables of survey data. A 15-item list of references is included. (SLD)

ED 338 676 TM 017 485

Linn, Robert L.; And Others
Comparing State and District Test Results to National Norms: Interpretations of Scoring "Above the National Average."
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 121p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Achievement Gains;

*Instructional Effectiveness; Junior High Schools; Junior High School Students; Mathematics Achievement; Mathematics Instruction; *Mathematics Tests; Secondary School Teachers; Standardized Tests; Student Evaluation; *Symbols (Mathematics); Teaching Styles; Test Format; *Test Items; Test Results
IDENTIFIERS- Second International Mathematics Study; *Symbolic Representation

This study was conducted to determine whether the symbolic form of achievement test items influences student performance and whether teachers' use of different symbolic forms during instruction influences estimates of student achievement. The analyses conducted to examine these issues used student achievement test data and teacher responses to questions about their instructional methods from the Second International Mathematics Study (SIMS) of eighth-graders. Most items used traditional symbolic forms, but some used alternative forms such as diagrams, graphs, or verbal expressions. To investigate the effects of symbolic form, it would be necessary to hold other features of the test item constant (numerical complexity, for example); this was not possible with SIMS data. There were significant relationships between teachers' use of symbolic forms and student achievement. Results suggest that the use of alternative symbolic forms may be important for student learning of mathematics. A 14-item list of references is included. An appendix contains 29 tables of data from the analyses, and 16 figures illustrating symbolic forms. (SLD)

ED 338 694 TM 017 529

Wynne, Edward A., Ed.
Designating Winners: Using Evaluation in School Recognition Programs. Papers from the National Conference on School Recognition Programs (1st, Miami, Florida, 1987).
SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, N.C.
PUB DATE- 88
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conference Papers; Educational Improvement; *Educational Quality; Elementary Secondary Education; *Evaluation Utilization; National Programs; Program Descriptions; *Program Development; Program Evaluation; Program Implementation; Public Relations; *Recognition (Achievement); State Programs
IDENTIFIERS- *School Recognition Programs

This monograph is composed of papers from the first National Conference on School Recognition Programs. School recognition programs vary considerably, but they do acknowledge schools that perform well (winners) and have recognizable public relations value. Consequently, school recognition programs have substantial potential for educational improvement. Papers include: (1) "Introduction: School Recognition Programs--From Fad to Institution?" (E. A. Wynne); (2) "Characteristics of an Ideal Recognition Program" (E. A. Wynne); (3) "Five Recognition Programs" (D. J. Peterson); (4) "Technical Issues in Designing and Implementing School Recognition Programs" (G. K. Mandeville and L. W. Anderson); (5) "Criteria of Success in School Recognition Programs" (B. Rowan); and (6) "School Recognition Programs: Controlling or Empowering?" (T. Astuto). The five programs described by D. J. Peterson include: the National Elementary School Recognition Program and the National Secondary School Recognition Program sponsored by the U.S.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Computer Simulation; Computer Software Development; Computer Software Evaluation; Educational Assessment; Elementary Secondary Education; Listening Comprehension Tests; Mastery Tests; Microcomputers; Online Systems; Questionnaires; *Scoring; Student Attitudes; *Test Construction

The development and preliminary evaluation of the Computerized Adaptive Testing System (CATSYS), a new testing package for IBM-compatible microcomputers, are described. CATSYS can be used to administer and score operational adaptive tests or to conduct on-line computer simulation studies. The package incorporates several innovative features, including skip and review options, content balancing, item eligibility flagging, mastery testing, self-adapted testing, and listening items. Two hundred and five examinees took tests produced by CATSYS (items were from the Iowa Tests of General Educational Development) and completed questionnaires about the test. Results indicate that the examinees: (1) preferred CATSYS-produced tests to paper-and-pencil alternatives; (2) found CATSYS-produced tests clear and simple to take; and (3) appreciated review, skip, and self-adaptive options. Results from small-scale computer simulations (responses to 400 adative tests, 4 for each examinee) indicate that the accuracy of ability estimates produced by CATSYS is comparable or superior to that of estimates provided by the BILOG and MicroCAT programs. Two tables present study data. There are 26 references. Three appendices contain examples of main menus used in CATSYS, a summary of questionnaire responses concerning examinees' reactions to tests produced by CATSYS, and examples of CATSYS score reports. (Author/SLD)

ED 338 712 TM 017 588

Vispoel, Walter P.; Chen, Ping
Measuring Self-Efficacy: The State of the Art.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; Educational Research; Literature Reviews; Meta Analysis; Psychological Studies; Self Concept Measures; *Self Efficacy; Test Construction; Test Content; Test Items; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- ERIC; Psychological Abstracts

Currently available measures of self-efficacy described in educational and psychological research literature were cataloged and reviewed after a literature search. To identify and locate these measures, searches of "Psychological Abstracts" and the ERIC system were conducted using self-efficacy and related keywords. Results of the searches, summarized in Table 1, revealed over 1,400 articles related to self-efficacy since 1966, of which 363 mentioned the measurement of self-efficacy. All but 22 of these articles were examined to identify 90 self-efficacy measures. These are arranged according to content domain in Table 2. Table 3 contains the frequency and percentage of surveyed instruments in each domain. Taken as a whole, the study reveals several shortcomings in many existing measures of self-efficacy, including the use of potentially inappropriate scale formats, Workplace for Cognitive Apprenticeship." (SLD)

ED 338 730 UD 028 303

Gold, J.; And Others
Black Undergraduate Adaptation to College as a Predictor of Academic Success.
PUB DATE- 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Reno, NV, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adjustment (to Environment); *Black Students; *College Freshmen; Grade Point Average; Higher Education; Hypothesis Testing; *Predictor Variables; Racial Factors; Sex Differences; *Success

This study examines the relationship between the perceptions of undergraduate black students of their adjustment to a predominantly white university and levels of academic success. It is hypothesized that there would be no significant relationship between adjustment to college as measured by the Student Adaptation to College Questionnaire (SACQ) and academic success as measured by college grade point average (GPA), and that no SACQ subscales would predict academic success for males or females. The sample includes 23 black female freshmen and 6 black male freshmen at a mid-sized midwestern university. The findings support the validation of the SACQ responses as significant predictors of academic success. The results support neither the initial hypothesis nor the second hypothesis, since multiple regression analysis reveals the academic adjustment subscale as the significant predictor of GPA for female students, and the personal-emotional adjustment subscale as the significant predictor of academic success for male students. The paper discusses implications for counseling practice. The study highlights students as the most accurate evaluators of their own college experience. Study data are presented in three tables. A list of 28 references is included. (SLD)

ED 338 731 UD 028 308

Imprisoned Generation: Young Men under Criminal Custody in New York State.
PUB DATE- Sep 90
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Comparative Analysis; Correctional Institutions; Criminals; Economic Factors; *Hispanic Americans; Justice; Law Enforcement; *Males; Minority Groups; *Prisoners; Social Problems; State Surveys; Statistical Data; Trend Analysis; Urban Problems; Whites; *Young Adults
IDENTIFIERS- African Americans; *Criminal Justice System; Latinos; *New York

New York State's prisons today are a brooding omnipresence hanging over poor African American and Latino communities in the large urban centers of the state. On any given day, nearly 1 in 4 (over 23%) of young African American men is under control of the criminal justice system, which is 2 times more than all full-time Black male college enrollees in New York State. Eleven percent of Black males between the ages of 20 and 29 years are jailed. The situation is almost as dramatic for

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Dropout Prevention; Dropout Programs; Educational Change; Educational Finance; *Grants; *High Risk Students; Minority Groups; Parent Participation; Potential Dropouts; Program Evaluation; School Districts; School Organization; Secondary Education; Skill Development; Staff Development; *State Programs
IDENTIFIERS- *Chapter 188 (Massachusetts); *Massachusetts Board of Education

The Chapter 188 Dropout Prevention Grant Program funds school districts with high percentages of low-income students and school dropouts to enable them to implement dropout prevention initiatives in grades 7 through 12. The emphasis in funding is on long-term school change in school policy, curriculum, governance, scheduling, programming, support services, parent involvement, and collaboration. In fiscal year (FY) 1988, the Chapter 188 Dropout Prevention Grant Program funded 42 programs for 5,919 students in 40 districts statewide for a total of $2.3 million. This final report on program activities for FY 1988 is divided into the following sections: (1) who is being served (program demographics); (2) program accomplishments; (3) program impact; (4) obstacles to success; (5) program improvement; and (6) conclusion. Overall, 5,919 students received services of some kind from dropout prevention grant activities in 1988. Of these, 72.8% were carryover students from the preceding year. White students made up 76.6% of program students, but Black, Hispanic, Native American, and Asian American students also benefitted. The annual dropout rate of 6.4% of program students contrasted favorably with the 9.8% dropout rate from the entire student population in the districts served. School reorganization, increased parent involvement, and staff development were other benefits made possible by grants under the Chapter 188 program. (SLD)

ED 338 750 UD 028 369

Atlanta Public Schools Peer Leadership Connection. Principal/Student Survey Results.
PUB DATE- Apr 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Administrator Attitudes; Grade 8; *High School Seniors; *Instructional Leadership; Interviews; Junior High School Students; Peer Influence; *Peer Teaching; *Principals; Problem Solving; Program Evaluation; Questionnaires; Secondary Education; Social Adjustment; *Student Attitudes; Surveys; Urban Schools
IDENTIFIERS- *Atlanta Public Schools GA

At the March 6, 1991 meeting of the Instruction Committee of the Atlanta (Georgia) Board of Education, feedback was requested from principals and students concerning the Peer Leadership Connection program. Interview questions were prepared for the principals of the three schools participating, and a questionnaire was developed for students. Responses were received from all three principals, 12 high school senior peer leaders, and 17 advisees, primarily eighth graders. Principals felt that the Peer Leadership Connection program benefitted the students in their schools and that the objectives had been met, both in strengthening the problem-solving and leadership skills of the seniors and in helping the younger students adjust to has been conducted on four effective programs and finds that these programs tend to reflect reciprocal interaction models rather than transmission oriented models of education. Other commonalities include curriculum that goes beyond basic skills, respect for cultural pluralism, staff development aimed at enabling teachers to deal with culturally different children, encouraging student collaboration in lesson planning and preparation, and shared school governance. Also included are a glossary of terms and 62 references. (JB)

ED 338 769 UD 028 395

Intercultural Programs: Program Evaluation Report, July 1991.
PUB DATE- Jul 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affirmative Action; Bilingual Education; Educational Policy; Elementary Secondary Education; English (Second Language); Ethnic Groups; *Intercultural Programs; *Limited English Speaking; Magnet Schools; *Minority Groups; Multicultural Education; Parent Participation; Program Evaluation; Public Schools; *School Districts; Second Language Instruction; Spanish Speaking; *Urban Schools
IDENTIFIERS- *Des Moines Public Schools IA

This report evaluates the Des Moines (Iowa) Independent Community School District (DMICSD) Intercultural programs. The following types of programs are in place: (1) a Voluntary Transfer Program; (2) paired schools; (3) magnet schools; (4) Extended Day Kindergarten; (5) English as a Second Language (ESL)/Bilingual Education; (6) a Bilingual Community Liaison/Advisor Programs; (7) multicultural, non-sexist education; (8) Minority Achievement Program; (9) affirmative action; (10) minority community liaison; and (11) discrimination compliance. In 1990-91 3,575 students were involved in the desegregation plan and the ESL/Bilingual programs. Budget expenses for salaries, benefits, materials, supplies, travel, and staff development were $1,307,455, with sources for funding including Federal Chapter II, state Title VII, state weighted formula for non-English speakers, and a general fund. The DMICSD's Office of Intercultural Programs staff provided leadership, guidance, and support to staff, students, and parents through inservice programs, staff development, and professional meeting opportunities. A survey of staff, students, and parents of ESL student indicated the need for a night high school for at-risk students and parents of ESL students. Internal and external audits were also conducted. Included are five tables. Three appendices present one table, a study survey, and a form for filing a complaint of discrimination. (JB)

ED 338 770 UD 028 396

Kaufman, Phillip; And Others
Dropout Rates in the United States: 1990.
PUB DATE- Sep 91
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Cohort Analysis; Dropout

Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Enrollment Trends; *Grade Repetition; *School Districts; School Statistics; Statistical Data; *Urban Schools; Urban Youth
IDENTIFIERS- *Austin Independent School District TX

This document reports the potential student retainee rates for the Austin (Texas) Independent School District at the close of the 1990-91 academic year in eight figures and 21 tables. The following are the report's major findings: (1) the retention rate for 1990-91 for kindergarten through grade 12 is 4.7 percent (0.4 percentage points lower than the previous year); (2) the beginning-of-year retention rate is highest for grade 9 (22 percent), grade 1 (4.8 percent), grade 10 (11.3 percent), and grade 11 (7.6 percent); (3) retention rates for elementary schools and middle schools have generally declined over the past 4 years; (4) retention rates for high school have gone up over the past 4 years; and (5) the overall retention rates for the beginning of the 1990-91 school year were: 1.6 percent for elementary schools, 3.4 percent for middle schools, and 12.7 percent for high schools. An appendix contains a history of retention data collection and past retention rate trends. A list of definitions of terms used in the charts is also included. (JB)

ED 338 789 UD 028 424

Frazer, Linda; Nichols, Todd
At-Risk Report: 1990-91: Executive Summary.
PUB DATE- Aug 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Asian Americans; Black Students; Dropout Characteristics; Dropout Research; Elementary Secondary Education; Evaluation Criteria; *High Risk Students; Hispanic Americans; *Minority Groups; *Potential Dropouts; Racial Differences; School Districts; *School Statistics; Sex Differences; *Statistical Data; Urban Schools; *Urban Youth
IDENTIFIERS- *Austin Independent School District TX

In response to state legislation specifying criteria by which schools should identify elementary school and secondary school students at risk of dropping out, schools in the Austin (Texas) Independent School District reported students who were at risk in 1990-91. The operational definitions for the state criteria for grades 7-12 include age, achievement, Fs and scores on the Texas Educational Assessment of Minimum Skills (TEAMS) test. The definition for prekindergarten through grade 6 include age, achievement, scores on the Metropolitan Readiness Reading Tests (MRT), TEAMS scores, and limited English proficiency standings. The following are the report's major findings for grades 7-12 in 1990-91: (1) at-risk students comprise 44 percent of the total enrollment; (2) high school students are more likely to be at risk than students in grades 7 and 8; (3) more Hispanic American and Black students are at risk than other groups; and (4) more males (47 percent) than females (39.6 percent) are at risk. The following are the major findings for prekindergarten through grade 6 in 1990-91: (1) at-risk students comprise 33.2 percent of the total enrollment; (2) most students become at risk while at the elementary school level; (3) more Hispanic American, Black, and Asian American students are at risk; (4) the number of at-risk students in grade 1 greatly increased in 1990-91, probably due to the introduction of the MRT as an

Teacher Confidence, Satisfaction, and Plans To Continue Teaching; and (11) "Perceptions of Certified Elementary Teachers and Alternatively Certified Teachers after Teaching 8 Months." (JD)

ED 338 559 SP 033 133

O'Loughlin, Michael
Beyond Constructivism: Toward a Dialectical Model of the Problematics of Teacher Socialization.
PUB DATE- Apr 91
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Context Effect; Early Childhood Education; *Epistemology; Higher Education; *Learning Theories; *Piagetian Theory; Power Structure; Teacher Education
IDENTIFIERS- *Constructivism; Learning Environment; National Association Educ of Young Children; *Teacher Socialization

This paper presents a critical analysis of the forms of constructivism that owe their origin either directly or indirectly to Piaget's theory. The paper is organized into three sections. The first provides a brief synopsis of the structuralist assumptions underlying Piagetian theory and then demonstrates the ways in which these assumptions underlie other constructivist educational approaches. The second section of the paper criticizes the constructivist position especially as found in a position statement of the National Association for the Education of Young Children (1988) on what constitutes developmentally appropriate education for children ages 5-8. The critique argues that many of the epistemological assumptions underlying Piagetian constructivism are extremely problematic and impede the possibilities for developing a learner-centered pedagogy. This is so because the subjectivity of individual learners is ignored; the political, social, cultural, historical, and economic contexts in which school learning takes place remain unacknowledged; the context-specificity of cognition is not addressed; and the notion of student-centered pedagogy is presented without any attempt to take into account the disparities in power relations that necessarily exist between teachers and students in school settings. The final section outlines an alternative theoretical foundation for school learning, one that takes seriously issues of discourse, power, dialogue, context, and subjectivity. (Author/LL)

ED 338 560 SP 033 237

Kansanen, Pertti, Ed.
Discussions on Some Educational Issues III. Research Report 94.
PUB DATE- 91
NOTE- 167p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; Classroom Techniques; Decision Making Skills; Discipline; *Educational Change; Educational Radio; Educational Television; Elementary Secondary Education; Foreign Countries; Higher Education; Multilingualism; *Programing (Broadcast); *Self Esteem; *Teacher Education; Theory Practice Relationship

DESCRIPTORS- Academic Achievement; Academic Failure; Blacks; *Early Intervention; Elementary Secondary Education; Higher Education; Hispanic Americans; *Instructional Improvement; *Minority Group Teachers; *Personality Studies; Scores; *Teacher Characteristics; *Teacher Shortage
IDENTIFIERS- *NTE Core Battery

The purpose of this study was to identify the characteristics of minority students who take the General Knowledge Test of the National Teachers Examination (NTE) Core Battery. Low minority pass rates on these tests demonstrate the need for interventions to increase the supply of minority teachers. Data were analyzed to determine candidates': (1) demographic, socioeconomic, and educational background; (2) education experience in college and graduate school; (3) experiences in teacher education programs; (4) career plans and teaching aspirations; (5) and reasons for taking the test. The question of whether successful and unsuccessful NTE candidates differ significantly on these background and educational characteristics was also studied. Findings suggest that strong academic preparation and support are essential to the development of academic talent, and that increasing the pool of minority teachers translates to increasing the quality of elementary and secondary education. Also included in this report are policy implications, references, tables, figures, and three appendixes: figures and a discussion concerning the representativeness of survey respondents; the study questionnaire; and a coding of variables for regression analysis. (LL)

ED 338 580 SP 033 369

Roelofs, Erik; And Others
Training Teachers in Complex Classroom Organizations (Mixed-Age Classes) To Improve Instruction and Classroom Management Behaviour. Effects of a Staff Development Programme.
SPONS. AGENCY- Institute for Educational Research in the Netherlands (SVO), The Hague.
PUB DATE- Sep 89
NOTE- 14p.; Paper presented at a Meeting of the European Association for Research on Learning and Instruction (Madrid, Spain, September 4-7, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Educational Environment; Elementary Education; Foreign Countries; Individualized Instruction; *Inservice Teacher Education; *Instructional Improvement; *Multigraded Classes; Program Content; *Staff Development; *Time on Task
IDENTIFIERS- *Mixed Age Groups; Netherlands

A quasi-experimental, treatment-control group investigation was designed to test the effects on Dutch primary school teachers of the staff development program "Dealing with Mixed-Age Classes." Research findings from mixed-age classes, effective teaching, and classroom management and organization were translated into teaching behaviors. Following seven 3-hour workshops teachers in mixed-age classes implemented self-designed plans to increase selected research-derived teaching behaviors and pupils' time-on-task. Based on pre- and post-training classroom observations, a significant treatment effect was found for pupils' time-on-task levels in mixed-age classrooms and for teacher behaviors regarding effective instruction, lesson design and execution, and classroom series of observations and interviews undertaken over a 3-year period in six high schools in Michigan. Based on these data, the study developed a working definition of the term "professional community," described the professional communities observed in the schools studied, and formulated some general guidelines that can be used by policymakers and practitioners to nurture and promote the development of strong professional communities in schools. Recent research and policy analyses in education suggest that when teachers within a school form tightly knit professional communities there are positive benefits for students such as experiencing a higher quality of teaching, becoming more engaged in schooling, and having higher academic achievement. Within these communities teachers: (1) share a common core of educational values; (2) feel a strong sense of collegiality and have intensive collaborative relationships, both of which factors support continuing professional development and improved mastery of teaching; and (3) have a strong commitment to improving the work setting. (LL)

ED 338 600   SP 033 407

Talbert, Joan E.
Boundaries of Teachers' Professional Communities in U.S. High Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Collegiality; *Context Effect; Departments; Educational Change; High Schools; Intellectual Disciplines; *Interprofessional Relationship; *Role Perception; *Secondary School Teachers; Teaching (Occupation)
IDENTIFIERS- California; Michigan; *Professional Community

This study was designed to examine the school's role as a context of professional community for secondary school teachers. The literature suggests that conditions of shared goals, coherent instructional plans and curriculum, and collaboration within a faculty is largely a matter of effective site management. This paper questions the top down view and assesses ways in which conditions of high school teaching jobs support subcommunities of teachers within the typical high school. Teachers located in 16 high schools in California and Michigan were surveyed and 3 dimensions of professional community were analyzed: (1) common educational goal priorities; (2) shared conceptions of teaching; and (3) collegiality. The analyses provide some insights into questions of job conditions that interfere with cohesive schoolwide communities and potential for enhanced teacher support and leadership in the specialized contexts of typical high schools. Attention to the variety of contexts and dimensions of professional community is important at a time when school restructuring, including increased teacher control of school operations, is a primary strategy for educational reform. (LL)

ED 338 601   SP 033 409

Bascia, Nina
Teachers' Unions and Notions of Professional Community.

NOTE- 16p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Student Teacher Attitudes; *Teacher Education Curriculum; *Teacher Educators; *Teaching Experience
IDENTIFIERS- Domain Knowledge; *Reflective Analysis; *Reflective Teaching

This study was conducted to examine the relationship between the nature of the structured reflective experience provided in preservice teacher education and the content of preservice teachers' reflection. The study investigated whether the amount of reflection varied based on the instructional domain of a reflective teaching lesson (RTL) or whether the content of reflection varied based on the instructional domain of the RTL. Seventy-five preservice education teachers participated in the study. Each was presented with a reflective essay, written by preservice teachers after presenting a RTL to a group of four to six peers in an introductory pedagogy course, and previously analyzed for the content of reflection. Results suggest the following considerations for teacher educators: (1) RTLs are equally effective in stimulating reflective thought despite content differences; (2) reflective thinking will probably focus on implementation, planning, self, and the reflective experience; (3) the content or topics of reflection within those broad categories will vary based on the instructional domain and learning tasks of the RTL. (LL)

ED 338 620 SP 033 455

Bain, Catherine
Student Teaching Triads: Perceptions of Participant Roles.
PUB DATE- Oct 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Association (9th, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); *Cooperating Teachers; Elementary Education; Higher Education; *Interpretive Skills; *Perspective Taking; Practicum Supervision; Preservice Teacher Education; *Role Perception; Student Responsibility; *Student Teachers; *Student Teacher Supervisors; Teacher Responsibility

This study was conducted to determine and examine the understandings and misunderstandings of members of student teaching triads composed of student teachers, cooperating teachers, and university supervisors. These understandings relate to what is perceived to be important in the student teaching experience, and who should be most responsible for each of these areas of import. The purpose of the study was to discover how each individual perceived his or her own role and where areas of agreement or disagreement exist. University supervisors, classroom supervisors, and student teachers (N=517) were asked in a questionnaire to describe their perceptions of role responsibilities and values within the triad. The 396 responses indicated 9 areas of significant perceptual differences according to role. By including comments specific items. Appendix D contains the reports of task forces charged with determining the ways in which elementary, middle, high, and vocational schools meet the responsibilities of preparing high school graduates with the abilities expected by the people of Kentucky. Appendix E includes the report of the Assessment Task Force, which was asked to propose an assessment system that would drive instruction in a way that increases the probability that the outline delineated by the other task forces will be achieved by individual students. (SLD)

ED 338 638 TM 015 675

York, Jennifer, Ed.; And Others
Strategies for Full Inclusion. Project Report Number 89-4.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 133p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Instructional Systems; Learning Disabilities; *Mainstreaming; Middle Schools; Program Design; *Program Development; Program Implementation; *Public Schools; Regular and Special Education Relationship; Rehabilitation Programs; Severe Mental Retardation; Social Integration; *Special Education; *State Programs
IDENTIFIERS- *Inclusive Educational Programs; *Minnesota

Seven papers discussing practical strategies and examples for designing and implementing inclusive educational programs for Minnesota public schools are presented. The papers include: (1) "Strategies for Achieving an Integrated Education for Middle School Learners with Severe Disabilities" (Jennifer York and Terri Vandercook); (2) "A Team Approach to Program Development and Support" (Terri Vandercook and Jennifer York); (3) "MAPS: A Strategy for Building the Vision" (Terri Vandercook and others); (4) "Designing an Integrated Education for Learners with Severe Disabilities through the IEP Process" (Jennifer York and Terri Vandercook); (5) "Instruction in Regular Education Classes for Students with Severe Disabilities: Assessment, Objectives, and Instructional Programs" (Cathy Macdonald and Jennifer York); (6) "Regular Class Integration: Beyond Socialization" (Jennifer York and others); and (7) "Does an "Integration Facilitator" Facilitate Integration?" (Jennifer York and others). (TJH)

ED 338 639 TM 015 677

Bruininks, Robert H., Ed.; And Others
Assessing Outcomes, Costs and Benefits of Special Education Programs. Project Report Number 88-1.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 88
NOTE- 256p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cost Effectiveness; Data Collection; Disabilities; Dropouts; Elementary Secondary Education; *Evaluation Methods;

The Measurement Integrity of Data Collected Using the Child Abuse Potential Inventory.
PUB DATE- Jan 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; *At Risk Persons; Child Abuse; Data Collection; *Diagnostic Tests; Disabilities; Factor Analysis; *Factor Structure; *Mothers; Parent Child Relationship; Screening Tests; *Test Reliability; Test Validity; Young Children
IDENTIFIERS- Alpha Coefficient; *Child Abuse Potential Inventory

The present study investigated the reliability and validity of scores from the Child Abuse Potential (CAP) Inventory. The CAP is a screening device for physical abuse potential in adults; it is a self-administered test written on a third-grade reading level. Subjects were 113 mothers, including 53 (46.9%) mothers of young children with handicaps, and 60 (53.1%) mothers of young children without identified handicaps. Analyses of CAP validity scales suggested that the Random Response subscale could be improved by omitting selected items. Although total CAP scores had an impressive alpha coefficient (0.91), consistent with those reported in previous research, some short subscales had unacceptable coefficients. The factor structure underlying responses was interpretable, but different in some respects from results reported in previous studies. One table presents the varimax rotated solution of the CAP, and three appendices list details of the factor analysis. A 13-item list of references is included. (Author/SLD)

ED 338 658 TM 017 437

Dunn, Rita; And Others
Mobility: A Frequently Misinterpreted Learning Style Characteristic of Underachievers (3-12).
PUB DATE- Aug 83
NOTE- 29p.; A product of the Center for the Study of Learning and Teaching Styles.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Behavior Patterns; Classroom Research; *Cognitive Style; Comparative Analysis; Grade 7; Junior High Schools; *Junior High School Students; Literature Reviews; *Low Achievement; *Mobility; Personality Traits; Student Attitudes; *Underachievement; Word Recognition
IDENTIFIERS- Active Learning; *Learning Style Inventory; Passivity

Educators, environmentalists, and psychologists generally agree on the need to incorporate opportunities for movement by students into the classroom, but an extensive review of the literature did not reveal any studies concerned primarily with the relationships among students' mobility, their learning style preferences, and their academic achievement. To investigate these relationships, an initial screening with the Learning Style Inventory of R. Dunn and others (1979) of 417 seventh-graders in a classroom in New York State resulted in identification of 217 students with a preference for mobility while learning and 89 with a preference for passivity. The remaining 111 students did not believe that they were affected by mobility needs. Twenty students at each end of the mobility

*Achievement Tests; Comparative Analysis; Elementary Secondary Education; Mail Surveys; *National Norms; *Norm Referenced Tests; *School Districts; Scores; Standardized Tests; State Programs; Telephone Surveys; *Testing Problems; Testing Programs; Test Interpretation; Test Results; Test Use
IDENTIFIERS- *Lake Wobegon Phenomenon

Norm-referenced test results reported by states and school districts and factors related to those scores were studied through mail and telephone surveys of 35 states and a nationally representative sample of 153 school districts to determine the degree to which "above average" results were being reported. Part of the stimulus for this study came from the report by J. J. Cannell and the Friends of Education community group that brought the issue to national attention. Analyses support Cannell's general finding that it is more common for a state or district to obtain test results above the national average, but they also lead to some less spectacular conclusions. Evidence provides strong support for the conclusion that norms for grades 1 through 8 from the late 1970s or early 1980s were often easier than more recent norms. A substantial portion of Cannell's "Lake Wobegon" effect may be due to the use of old norms. There is ample evidence that scores on norm-referenced tests have been rising for grades 1 through 8 in recent years, but evidence for an actual increase in achievement is equivocal. Making valid inferences about achievement from test scores has always been difficult, but it is complicated by the current demands of accountability and the use of standardized tests as its primary indicators. Seven tables and 19 figures are provided. A 39-item list of references is included. Seven appendices contain a sample letter and data collection form for state testing program directors; an interview guide; a table indicating the number of districts available by cells in the sampling design; sample letters, data collection forms, and questionnaires sent to districts; tables indicating the district subsample for telephone interviews; grades tested by districts returning data; and stem-and-leaf distributions of district students scoring above the national median in reading and mathematics. (SLD)

ED 338 677   TM 017 488

Burstein, Leigh
Looking behind the "Average": How Are States Reporting Test Results.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Gains; *Achievement Tests; Elementary Secondary Education; *National Norms; *Norm Referenced Tests; Performance; Scores; *State Programs; *Testing Problems; Testing Programs; Test Results; Test Use; Trend Analysis
IDENTIFIERS- *Lake Wobegon Phenomenon

This paper contends that, apparently, the patterns of above-norm performance that J. Cannell (1987) reported exist, although the extremity of his "Lake Wobegon" effect is perhaps overstated. The use of outdated test norms and other practices has been identified as a partial explanation for the reporting of "above-average" scores. Two questions arise: how can the use of

Department of Education; the California School Recognition Program sponsored by the California State Department of Education; the South Carolina School Incentive Reward Program sponsored by the South Carolina State Department of Education; the Quality Instruction Incentives Program sponsored by the Dade County (Florida) Public Schools and the United Teachers of Dade; and the For Character School Recognition Program sponsored by the University of Illinois (Chicago). (SLD)

ED 338 695   TM 017 531

Shepard, Lorrie A.; And Others
A Case Study of the Texas Teacher Test.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 143p.; For a related document, see TM 017 530.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; Case Studies; Cost Effectiveness; *Elementary School Teachers; Elementary Secondary Education; Interviews; Literacy; Political Issues; Public Opinion; *Secondary School Teachers; *State Programs; Teacher Attitudes; Teacher Morale; *Testing Programs
IDENTIFIERS- *Teacher Competency Testing; *Texas Examination Current Administrators Teachers

The Texas Examination of Current Administrators and Teachers (TECAT) is a basic literacy test that was administered to 202,000 educators in Texas in March 1986. An in-depth case study was undertaken to examine the effects of the TECAT. The 2-year project involved 10 separate data-collection studies including structured interviews with key legislators and aides; interviews with educators, personnel directors, and Texas citizens; a compilation of legislative and press materials; an analysis of test results; participant observation in test-preparation workshops; a content analysis of relevant newspaper stories; a survey of study materials; and cost analyses. The political climate surrounding the administration of the test was studied. While it had not been expected that more than 5-10% of teachers would fail, Texas teachers spent a great deal of time preparing for the test, including sponsored workshops. The cost to the state was much greater than expected. Many teachers with poor skills did pass the test, but vocational and special education teachers were overrepresented among those who did not pass the test. Many teachers indicated, in response to an interview survey of 96 educators, that having to take the test was demoralizing, and that publicity about failures and the ease of the test had an adverse impact on the public perception of teachers. There are 13 tables of data and six illustrative figures. A nine-item list of references is included. Seven appendices contain supplemental information about the testing process, including the interview protocol and the teacher and personnel director phone surveys. (SLD)

ED 338 696   TM 017 532

Pace, C. Robert
Quality, Content, and Context in the Assessment of Student Learning and Development in College.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86

inadequate normative data, and limited evidence of test reliability and validity. Instruments for which the most compelling evidence of reliability and validity are identified are listed in Table 2. These may be suitable models or starting points for construction of new instruments. Table 4 presents information about item/scale characteristics, individuals sampled, reliability, and validity. There are 102 references. (SLD)

ED 338 713 TM 017 597

Rebarber, Theodore
Accountability in Education. Better Education through Informed Legislation Series.
SPONS. AGENCY- Donner (William H.) Foundation.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Joyce Foundation, Chicago, IL.
PUB DATE- Jul 91
NOTE- 36p.; Funding also provided by the Gates Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Educational Assessment; Educational Improvement; Educational Legislation; Educational Objectives; Educational Policy; Elementary Secondary Education; *Evaluation Methods; Guides; Incentives; *State Programs; *Systems Development; Thinking Skills
IDENTIFIERS- Authentic Assessment; California; Kentucky; South Carolina; Vermont

Accountability is high on the education reform agenda as taxpayers, business leaders, and elected officials demand proof of results. Although several states show promising improvements in their accountability arrangements, none has in place a comprehensive system. Such a system includes three fundamental accountability elements: (1) clear and measurable goals that describe intended outcomes; (2) assessment tools that measure progress toward these goals; and (3) incentives that reward goal-achievement and ensure adjustment in case of failure. Vermont, California, Kentucky, and other states have adopted explicit educational outcome goals for their states. South Carolina will focus efforts on two outcome goals: (1) reducing dropouts by one-half; and (2) enhancing students' higher order thinking skills. This handbook profiles South Carolina, Vermont, California, and Kentucky as they experiment with more authentic measures of student ability than traditional multiple-choice tests. Assessment approaches should measure all relevant levels of the educational system. Reforms that shift authority to a particular level increase the importance of assessment at that level. Measures for individual students are important also. South Carolina and Kentucky are implementing an incentive structure based on the performance of individual schools. Any good accountability system is tailored to the education system to which it is applied. One table is included. There are 19 references. (SLD)

ED 338 714 TM 017 599

Preliminary Technical Manual for the Enhanced ACT Assessment.
PUB DATE- Oct 89
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Hispanic Americans, with 12% of young Latino men under some form of criminal justice custody, and about 6 percent of 20- to 29-year-old Latino males in jail. By contrast, less than three percent of young White men are under the criminal justice system. Two primary reasons for the larger percentages of African Americans and Latinos under the criminal justice system are the deployment of law enforcement resources, and the significant social and economic problems undermining many poor minority communities. For the most part, government has not addressed these conditions. Instead, resources have been concentrated on building more prisons and filling them. Of the more than 54,000 prisoners in the state system, 82% are African American or Latino. Prison is the last step on the continuum of injustice for minority youth that literally starts before birth. Fifteen figures illustrate the discussion, using data derived from various state agencies. (SLD)

ED 338 732 UD 028 316

Canadian Human Rights Act. Office Consolidation = Loi canadienne sur les droits de la personne. Codification administrative.
PUB DATE- Jan 89
NOTE- 52p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Affirmative Action; Civil Liberties; *Civil Rights Legislation; Definitions; Equal Opportunities (Jobs); Equal Protection; *Federal Legislation; Foreign Countries; Minority Groups; *Social Discrimination
IDENTIFIERS- *Canada; *Canadian Human Rights Act

The Canadian Human Rights Act extends the laws in Canada that proscribe discrimination by establishing that each individual has the right to make the life for him- or herself that he or she is able and wishes to have, consistent with the duties and obligations of a member of society, without being hindered or prevented from doing so by discriminatory practices based on race, national or ethnic origin, color, religion, age, sex, marital status, family status, disability, or conviction for an offense for which a pardon has been granted. Discrimination on the basis or pregnancy or childbirth is considered to be on the basis of sex. Among discriminatory practices defined in this report are: (1) denial of goods, services, facilities, or accommodations; (2) denial of commercial or residential accommodation; (3) employment practices and/or employee organizations that discriminate; (4) wage differences based on one of the defined conditions; (5) expressions of discriminatory notices and messages; and (6) discriminatory harassment, including sexual harassment. Special programs and funding that may benefit minority groups are not to be considered discrimination. The Act also establishes the Canadian Human Rights Commission to oversee the provisions of the Act and to investigate and settle claims of discrimination. The text is presented in parallel English and French versions. (SLD)

ED 338 733 UD 028 319

Fanelli, Vincent
The Human Face of Poverty: A Chronicle of Urban America.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 90
NOTE- 168p.

school. Peer leaders generally acknowledged benefits to themselves through improved problem-solving and leadership skills, and 11 of the 12 peer leaders considered that they had a positive influence on the new students in their groups. At least 14 of the 17 advisees reported that the Peer Leadership Connection helped their adjustment to high school both socially and academically. Responses of all three groups indicate the desire to continue the program. (SLD)

ED 338 751 UD 028 370

Trueba, Henry T.; And Others
Cultural Conflict and Adaptation: The Case of Hmong Children in American Society.
PUB DATE- 90
NOTE- 176p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Failure; *Acculturation; *Adjustment (to Environment); Alienation; Asian Americans; Case Studies; Children; *Culture Conflict; Educationally Disadvantaged; Elementary Secondary Education; *Hmong People; Immigrants; Minority Groups; Poverty; Refugees; Self Concept; Special Needs Students; *Student Problems; Transient Children; Urban Schools
IDENTIFIERS- California

During the last century, groups of Hmong people moved from southern China into Indochina, and, as war refugees, about 90,000 have come to the United States in recent years. This book examines the alienation and cultural conflicts faced at school by the children of a small group of Hmong (roughly 426 individuals in 90 households) who have settled in La Playa (California). Many Hmong children find themselves lost in school, ambivalent about their self-worth and identities. Although the La Playa district contains students from many ethnic groups, the arrival of the Hmong children beginning in about 1975 found school officials unprepared to serve this minority group. Language and cultural barriers have caused many students to be placed in classes for the learning disabled, although such placement may not be appropriate. Case studies of seven Indochinese students, three of whom were Hmong, illustrate the difficulties faced by these children caught between school and traditional worlds. Implications for educators of immigrant populations are discussed. A list of 189 references is included. (SLD)

ED 338 752 UD 028 373

Caliguri, Joseph P.; Krueger, Jack P.
A Selective Bibliography Update on Multicultural Education.
PUB DATE- 90
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; American Indians; Annotated Bibliographies; Asian Americans; Blacks; *Books; *Cross Cultural Studies; *Cultural Pluralism; Elementary Secondary Education; *Ethnic Groups; Global Approach; Higher Education; Hispanic Americans; *International Studies; *Multicultural Education; Racial Differences
IDENTIFIERS- African Americans

This selective annotated bibliography reflects a rich history of cultural, racial, and ethnic diversity that should be expressed

Characteristics; *Dropout Rate; *Educational Trends; Graduation; High Schools; *High School Students; Hispanic Americans; Longitudinal Studies; *National Surveys; Racial Differences; School Holding Power; Sex Differences; Social Problems; Statistical Data; Tables (Data); *Trend Analysis; White Students
IDENTIFIERS- Current Population Survey; National Education Longitudinal Study 1988

This report presents national data for 1990 on high school dropout and retention rates. The report uses the Current Population Survey and the National Education Longitudinal Study of 1988. The three types of dropout rates discussed are: (1) event rates, (2) status rates, and (3) cohort rates. The report also examines high school completion and graduation rates. Data indicate that national dropout rates have declined over the last decade. The event dropout rate for persons 15 through 24 years old in grades 10 through 12 was 6.2 percent in 1980 and 4.1 percent in 1990. The status dropout rate for persons 16 through 24 was 14.1 percent in 1973 and 12.1 percent in 1990. In addition, recently collected longitudinal data reveal that about 7 percent of the eighth graders enrolled in the spring of 1988 dropped out before the end of their sophomore year in high school. The following results are highlighted: (1) male and female rates are comparable; (2) central city rates are higher than suburban rates; (3) rates for Hispanic Americans are higher than rates for Whites; and (4) status and cohort rates in the South are higher than those in the Northeast and Midwest and are higher for Blacks than for Whites. New data collection efforts by the National Center for Education Statistics that have a bearing on issues of high school dropouts and graduates are briefly discussed in the concluding section. The report includes 15 tables and 11 graphs. Appendix A contains time series and standard error tables, and Appendix B provides technical notes. (JB)

ED 338 771 UD 028 397

Koopman, Roberta; And Others
Title VII: Bilingual Resource Service Model. Report No. 89-6, June, 1989.
PUB DATE- Jun 89
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Cambodians; Chinese Americans; *Coordination; *Educational Cooperation; Elementary Education; Elementary School Students; *English (Second Language); Hmong People; Laotians; *Limited English Speaking; Minority Groups; Program Evaluation; Public Schools; *School Districts; Urban Schools; Vietnamese People
IDENTIFIERS- Mien People; *Seattle Public Schools WA

This paper evaluates the Seattle (Washington) School District's 5-year Bilingual Resource Service Model project. The project aimed to improve bilingual education services for elementary limited English proficient students of Chinese, Laotian/Hmong/Mien, Vietnamese, or Cambodian native language backgrounds by increasing the instructional coordination between the mainstream classroom and the bilingual center in each school. The focus was on coordination in language arts/English as a Second Language, reading instruction, and mathematics instruction. The project began in six sites, with changes taking place over the 5 years. The project format identification criterion; and (5) the percentage of at-risk students is declining, possible due to fewer students being retained in grade. This document contains 55 figures, 5 attachments, and 8 references. (JB)

ED 338 790 UD 028 425

Burke, Art
Implementing Chapter 1 Student Program Improvement in State and Local Educational Agencies.
PUB DATE- Oct 91
NOTE- 26p.; Paper presented at the Annual Meeting of the Oregon Educational Research Association (Portland, OR, October 10-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Role; Elementary Secondary Education; *Federal Programs; Government Role; Program Development; Program Evaluation; *Program Implementation; Program Improvement; Research Tools; *School Districts; *State Government; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This paper presents a general model that state and local educational agencies can follow in implementing Chapter 1 requirements for student program improvement. The model follows Chapter 1 statute and regulations, focuses efforts at program improvement on the educational needs of individual students, and is general enough that it can be adapted to the particular needs of schools and children in any local educational agency. The first part of the paper suggests administrative procedures for state and local educational agencies in implementing the requirements for student program improvement including the following five steps: (1) identify; (2) assess; (3) plan; (4) implement; and (5) monitor. A second part presents an assessment-action model focused on five principles with tips for application of those principles to help school staffs plan and implement student program improvement. The third part presents the following six monitoring and recording tools that local agencies can use to record assessment results and recommendations for individual students and for reporting to state educational agencies: (1) Student Program Implementation Check; (2) Numbers of Students Identified for Program Improvement after One Year; (3) Local Education Agency Aggregate Summary of Students Identified for Program Improvement; (4) Description of Procedures for Student Program Improvement; (5) Summary of Assessment Result and Recommendations for Program Improvement; and (6) Assessment Record and Recommendations for Program Improvement. The paper includes 12 references. (JB)

ED 338 791 UD 028 428

Inger, Morton
Conflict Resolution Programs in Schools. ERIC/CUE Digest Number 74.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

IDENTIFIERS- *Finland

This publication consists of eight articles in which contributors discuss the following educational issues: (1) "Prospects for Schooling" (Friedrich W. Busch); (2) "Broadcasting, Education and Active Citizenship" (Brian Groombridge); (3) "On the Role of Mother-tongue Education in Multilingual Societies" (Wilfried Hartmann); (4) "Theory, Practice and Teacher Education" (Paul H. Hirst); (5) "Pedagogical Thinking: The Basic Problem of Teacher Education" (Pertti Kansanen); (6) "Self-Esteem and School-Achievement Revisited" (Patrik Scheinin); (7) "An Ethnographic Approach in Research on Teaching" (Eija Syrjalainen); and (8) "Phenomenological Study of Concentration versus Disruption in Class" (Rupert Vierlinger). (LL)

ED 338 561 SP 033 238

Taylor, Keith H.; And Others

Student Teachers' Perspectives on Successful and Unsuccessful Lessons.

PUB DATE- Feb 90

NOTE- 27p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 7, 1990). Occasional broken type, best copy available.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Change; Content Analysis; Elementary Secondary Education; Evaluative Thinking; *Failure; Higher Education; Lesson Plans; Preservice Teacher Education; Special Education; *Student Journals; *Student Teacher Attitudes; Student Teachers; *Student Teaching; *Success

IDENTIFIERS- Western Kentucky University

Student teachers' conceptions of their own successful and unsuccessful lessons were recorded in journals kept during field experience. The student teachers were asked to describe both the most and the least successful lessons taught during the first 2 weeks and again during the final weeks of student teaching. Journals were separated into elementary, secondary, and special education teaching areas. Differences among the three areas were considered along with changes that occurred during the student teaching experience. Seven student teachers were enrolled in the secondary education program, 6 in the special education program grades K-12, and 11 in the elementary education program. The data suggest that lessons were considered successful when the student teachers' agenda proceeded uninterrupted, and when the pupils showed some interest in the task, materials, or lesson content. Lessons were considered unsuccessful when they did not go according to plan or when the pupils interrupted the student teachers' agendas. All the student teachers showed less concern for classroom management problems at the end of the school year than at the beginning. (LL)

ED 338 562 SP 033 265

Durbin, Diane

Review of Pre-1980 and Post-1980 Induction Programs. Induction Program Review.

PUB DATE- Jul 91

NOTE- 76p.; Two figures and two tables have broken type.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070) organization and management. (Author/IAH)

ED 338 581 SP 033 372

Sandefur, Walter; Turner, William
Perceptions of Teachers and Principals with Regard to Instructional Problems in the Classroom.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrators; *Classroom Environment; Elementary Secondary Education; *Instructional Effectiveness; Public Schools; Public School Teachers; Surveys; *Teacher Attitudes; *Teaching Conditions
IDENTIFIERS- *Texas

During the spring semester of 1991, a survey was taken of a random sample of teachers and principals in the Texas public schools to discover what their perceptions were in regard to 20 selected problems that have an effect on classroom instruction. Participants were asked to check whether they felt that each problem was negligible, moderate, serious, or critical. (Serious and critical were collapsed into "serious" before data analysis on returned questionnaires.) A total of 413 teachers (48 percent) and 219 principals (47 percent) returned the instrument. Data analysis revealed that teachers and principals tended to identify many of the same items as serious. Both felt that the most serious problems were associated with student characteristics and teacher pressure and that problems related to curriculum and instructional material were of less concern. More teachers than principals were concerned about the large number of students placed in "normal classrooms" with a wide range of abilities. Both teachers and principals found the rapid rate of curriculum and instructional change a serious problem. Among the conclusions were: both groups agreed on which problems were the most serious, but differed on the degree of seriousness; teachers and principals were in closer agreement on problems that were basically external or subject to less control. The data are presented in a table specifying the problems, rank order, and percent according to opinions of teachers and principals. (AMH)

ED 338 582 SP 033 373

Teach for America: Program Summary 1991-92.
PUB DATE- 91
NOTE- 19p.; For a related document, see SP 033 460
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Institutes (Training Programs); Nonprofit Organizations; *Professional Development; Program Descriptions; Rural Education; *Teacher Education; *Teacher Recruitment; *Teacher Shortage; Urban Education
IDENTIFIERS- *Teach for America

Teach for America is a national teacher corps of outstanding individuals who commit 2 years to teach in urban and rural areas experiencing persistent teacher shortages. Teach for America selects corps members through an intensive application process, prepares them to enter the classroom in a preservice

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Economic Factors; Faculty Development; Governance; High Schools; *Interprofessional Relationship; *Role Perception; School Districts; Secondary School Teachers; *Teacher Attitudes; *Unions
IDENTIFIERS- California; *Professional Community; *Union Recognition

The purpose of this study was to compare and contrast the role of teachers' unions in three high schools located in different school districts in California. The cases and subsequent discussion were derived from analysis of data from in-depth interviews with teachers, administrators, and union leaders. Questions focused on issues of teachers' levels of involvement and attitudes toward the local teachers' organization. Each school encompassed the full range of commitment to teachers' unions, including: (1) those who have chosen not to contribute or participate in any way; (2) teachers whose involvement is minimal, intermittent, or ambivalent; and (3) those whose commitment to the union is consistent and strong. Although economic issues may have the greatest social significance for teachers, unions have recently become involved in forging new cooperative relationships with administrators and school boards in promoting a wave of local teaching reforms such as: site-based decision making to increase teacher participation in school governance; peer assistance, coaching, and evaluation; and teacher determination of training needs and professional development opportunities. (39 references) (LL)

ED 338 602 SP 033 410

McLaughlin, Milbrey; And Others
1990 CRC Report to Field Sites.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; *Educational Environment; *Educational Policy; Field Interviews; High Schools; Private Schools; Professional Autonomy; Public Schools; Questionnaires; *School Organization; Self Efficacy; *Student Evaluation of Teacher Performance; Suburban Schools; *Teacher Student Relationship; Urban Schools
IDENTIFIERS- California; Michigan

This report is a descriptive summary of preliminary findings from the second year of research in 16 secondary schools in California and Michigan conducted by the Center for Research on the Context of Secondary Teaching (CRC). Further analyses of the data will proceed over the year and will be informed by comments of teachers, administrators, and other researchers on issues raised by general findings reported here. These findings are based on preliminary analyses of the 1990 CRC survey data and analyses of interviews conducted with teachers in each CRC offered in the questionnaires and follow-up interviews of all triad populations, differences were clarified and suggestions for change discussed. The findings suggest that the student teaching experience is influenced by attitudes of each member of the teaching triad towards each other as they relate to role expectations and responsibilities. (LL)

ED 338 621 SP 033 458

Hollingsworth, Sandra; Minarik, Leslie Turner
Choice, Risk, and Teacher Voice: Closing the Distance between Public Perceptions and Private Realities of Schooling.
PUB DATE- Jul 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Consciousness Raising; Educational Change; *Feminism; Grade 2; Group Discussion; Higher Education; Inservice Teacher Education; Participatory Research; Personal Narratives; Perspective Taking; Preservice Teacher Education; Primary Education; Reading Programs; *Teacher Participation; *Teacher Response; *Teacher Role
IDENTIFIERS- *Collaboration for Improvement of Teacher Educ; *Perceived Reality; Reform Efforts

This study was conducted to examine a restructured inner-city school and a second-grade teacher's personal and collaborative efforts to teach all of her students to become literate. To do so, she needed to adopt a feminist view recasting the teacher's role in school reform as that of an individual with knowledge who can act upon the world, rather than that of a passive, retrainable object. The case study evolved over 4 years through twice-monthly classroom observations and interviews with a university research team, monthly group conversations with other beginning teachers, and personal instructional research with students. It speaks to the personal and professional risk a teacher must take to achieve self-actualization in voicing opinions, teaching in a responsible and equitable manner, and reporting valuable knowledge to others. Implications for teacher education include discussing with students the problems and successes of practice and the differences between public perceptions and private realities of schooling; ongoing, nonjudgmental support and response to teachers' perceptions; encouraging teacher research of their own practices; providing an audience for teachers' voices; and valuing teachers' ways of knowing centered on children and caring. (LL)

ED 338 622 SP 033 460

Teach for America: Corps Member Handbook 1991-92.
PUB DATE- 91
NOTE- 17p.; For a related document, see SP 033 373.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Nonprofit Organizations; Professional Development; *Program Design; Program Guides; *Teacher Education; Teacher Recruitment; Teacher Shortage; *Teaching (Occupation)
IDENTIFIERS- *Policy Issues; *Teach for America

Teach for America is a national teacher corps of outstanding individuals who commit 2 years to teach in urban and rural

Evaluation Utilization; Followup Studies; Graduate Surveys; Outcomes of Education; Program Development; *Program Evaluation; Rehabilitation Programs; *School Districts; *Special Education; Student Evaluation; Student Records

This benefit-cost evaluation project provides a comprehensive analysis of a school district special education program. The project addressed the need for information on ways to evaluate special education programs and to make programmatic decisions based on evaluation information. Project activities focused on the following four interrelated areas: (1) collection of follow-up information on students after exiting from school (either through graduating, aging out, or dropping out of school); (2) collection of information on the costs of services received by students during their school years; (3) development of a benefit-cost analysis framework; and (4) analysis of the relationships between benefits and costs. School record information was collected on 466 special education students, 519 vocational education students, and 519 college students. Students in special education for whom school record information was collected included 327 with learning disabilities, 75 with mild mental retardation, 35 with speech impairments, 25 with emotional disabilities, and 4 with visual impairments. Outcome information was obtained from 313 students in special education programs (66%), 330 students in vocational education programs (64%), and 368 college students (71%). Students in special education in the respondent group included 220 with learning disabilities, 53 with mild mental retardation, 22 with speech impairments, 14 with emotional disabilities, and 4 with visual impairments. Twelve bar graphs and 112 data tables are included. School records data forms and a high school follow-up questionnaire are provided. (TJH)

ED 338 640 TM 015 688

Bruininks, Robert H.; And Others
Issues and Guidelines in Designing Follow-up Systems for Special Education Service Programs. Project Report Number 89-2.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 89
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; Elementary Secondary Education; *Evaluation Methods; *Followup Studies; Graduate Surveys; *Program Evaluation; Questionnaires; *Research Design; Research Reports; Sampling; *Special Education; Student Evaluation; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Service Delivery Assessment

This paper examines issues in designing post-school follow-up studies in special education. The examination focuses on survey research techniques, which are widely used in the investigation of post-school adjustment of former students with handicaps. In special education, survey research studies are used commonly to address many important questions. For example, such studies are used to estimate the incidence and prevalence of handicapping conditions, measure attitudes, collect data on personnel training needs, develop information from key informants on service and policy issues, describe the number and characteristics of students in service programs, and assess the post-school adjustment of former students. The following issues spectrum participated in the study. Word-pair recognition tasks were developed for the passive and mobile environments, and all students were taught in both conditions using a 2 X 2 repeated measures design. "Active" and "passive" students performed equally well in the passive environment, but those with a preference for mobility had the highest scores of all groups when they were permitted movement while learning. The implications for instruction and the possibility that educators have often misinterpreted student mobility needs are considered. There are 50 references. (SLD)

ED 338 659   TM 017 438

Dunn, Rita; And Others
Light: One Element of Learning Style.
PUB DATE- Aug 83
NOTE- 21p.; A product of the Center for the Study of Learning and Teaching Styles.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Classroom Environment; *Cognitive Style; Comparative Analysis; *Elementary School Students; Environmental Influences; Grade 4; Intermediate Grades; *Lighting; Literature Reviews; Rating Scales; *Student Attitudes
IDENTIFIERS- *Learning Style Inventory

A review of the literature indicated that some studies had investigated the effects of light on learning, but that learning style preferences for bright or low light had not been studied in relation to academic achievement. This relationship was studied with fourth-graders in a suburban school in New York State. Students took the Learning Styles Inventory of R. Dunn and others (1979) to indicate their preferences for concentrating in bright or dimly lit areas. Thirty-two of the students tested revealed extreme preferences for one condition or the other (approximately 9% of the total population of fourth-graders in the district). These 32 students were tested for reading speed and accuracy on a standardized test in an extremely bright and then in an extremely dim instructional setting. Scores on both speed and accuracy were considerably better when the environment matched the student's diagnosed learning style preferences for light. The results are discussed in terms of their implications for classroom illumination and the influence of light on human mood. There are 49 references. (SLD)

ED 338 660   TM 017 439

Dunn, Rita; And Others
Sound: One Learning Style Characteristic.
PUB DATE- Aug 83
NOTE- 28p.; A product of the Center for the Study of Learning and Teaching Styles.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acoustics; Biological Influences; *Classroom Environment; *Cognitive Style; Comparative Analysis; *Elementary School Students; *Environmental Influences; Grade 6; *Individual Characteristics; Intermediate Grades; Literature Reviews; *Noise (Sound); Reading Achievement; Reading Tests; Sex Differences; Student Attitudes
IDENTIFIERS- Gates MacGinitie Reading Tests; *Learning Style

commercial norm-referenced tests be changed to lead to more accurate reporting?"; and (2) which standards for reporting test results are reasonable? Recommendations are made for improving test use, which center on the following areas: (1) improving documentation; (2) more frequent norming; and (3) use of multiple test forms. It is important to put the reporting of results in context within states, districts, and schools. The problem has generally been that results are reported too simplistically. Three types of data are generally necessary to contextualize test results: longitudinal trends, performance distributions, and subgroup comparisons (by race/ethnicity or socioeconomic status, for example). To report achievement test data more comprehensively, better yardsticks and better use of them are needed. An eight-item list of references is included. An appendix contains a sample performance distribution graph. (SLD)

ED 338 678   TM 017 495

Muthen, Bengt O.; And Others
Instructional Sensitivity in Mathematics Achievement Test Items: Application of a New IRT-Based Detection Technique.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Educational Background; Elementary Secondary Education; Grade 8; Instructional Effectiveness; Item Bias; *Item Response Theory; Junior High Schools; *Junior High School Students; Mathematical Models; Mathematics Achievement; Mathematics Instruction; *Mathematics Tests; Standardized Tests; Student Characteristics; *Test Items
IDENTIFIERS- *Instructional Sensitivity; *Opportunity to Learn; Second International Mathematics Study; United States

Item response theoretic methods are applied to the measurement of achievement of students from various instructional backgrounds. This extended item response theory (IRT) approach serves as a tool for studying instructional bias, or instructional sensitivity. The model maintains the form of an IRT model, but has parameters that quantify the extent of the effect attributed to opportunity to learn (OTL). The technique is applied to detect instructional sensitivity using the Second International Mathematics Study (SIMS) set of 40 core items for eighth-graders in the United States. The SIMS data came from about 280 schools and about 7,000 students measured at the end of spring 1982. The achievement test used contained 180 items in the areas of arithmetic, algebra, geometry, and measurement distributed among four test forms. In the SIMS data, there was considerable heterogeneity in the mathematics instruction experiences of students. The model features parameters estimating the influence of student background and OTL content pertinent to each specific test item on a single latent mathematics ability trait, and the effects of the mathematics ability trait and the item-specific OTL on the difficulties of test items. The analysis indicates that certain test items representing early stages of learning about selected mathematical topics were particularly sensitive to specific instruction. An 18-item list of references is included. (SLD)

NOTE- 94p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Accountability; *Content Analysis; *Context Effect; *Curriculum Evaluation; Educational Assessment; *Educational Quality; Evaluation Methods; Graduate Surveys; Higher Education; Student Development; *Student Evaluation; *Undergraduate Students

This report focuses on assessing the quality of undergraduate education. A framework for thinking about the topic is provided, followed by a discussion of the ways in which the educational context is typically organized and student achievement is typically measured, with suggestions for new indicators and measures. The significance of contexts and processes is noted, with 10 suggested measures of process and context variables. Suggestions are also made for improving the content of alumni surveys. How these quality-related issues are viewed in relation to concerns for accountability, standards, evaluation, and assessment is briefly discussed, with renewed emphasis on how assessment can best contribute to learning and improvement. An adequate assessment of educational and instructional quality requires a battery of measures, a variety of observations, and the recognition of multiple aims. In addition, the role of students in evaluations needs to be given greater attention; by keeping time logs, diaries, and writing an autobiography, students can directly express and document both the process and results of learning. Two tables and 20 figures are included. (SLD)

ED 338 697 TM 017 533

McDonnell, Lorraine M.; Ormseth, Tor
Developing Indicators of Student Coursework.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Courses; *Curriculum Evaluation; Curriculum Research; *Educational Assessment; Educational Policy; Educational Research; Effective Schools Research; Elementary Secondary Education; *Program Design; *Research Design; Research Projects
IDENTIFIERS- *Educational Indicators; *School Reform Assessment Project

The School Reform Assessment (SRA) project began in 1987 with the objective of developing indicators of student coursework that reliably and validly measure this central feature of schooling, while remaining sensitive to major policy changes and the information needs of policymakers, and efficiently collecting and reporting data. This paper describes the major research and policy positions that shaped the SRA project and then outlines the effort to meet those research and policy requirements in the study design. Because data collection was not complete, results of the study are not reported, but some of the lessons of indicator development learned along the way are discussed. The first section of the paper summarizes the major dimensions

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Entrance Examinations; *Educational Assessment; Educational Change; Equated Scores; Higher Education; High Schools; High School Students; *Interest Inventories; *National Programs; Scaling; *Scoring; Test Construction; *Testing Programs; Test Interpretation; Test Manuals; Test Norms; Test Reliability; Test Validity
IDENTIFIERS- ACT Assessment; ACT Interest Inventory; *Enhanced ACT

This manual contains preliminary information, largely of a technical nature, about the enhanced American College Testing (ACT) Program introduced in October 1989. It focuses primarily on the tests of educational development, the component of the program that has been substantially revised. Although one-third of the ACT Interest Inventory Items has been replaced or revised, the score scale and the interpretation procedures remain unchanged. The manual describes: (1) the enhanced ACT Assessment Program and related services; (2) development procedures for the tests of educational development; (3) norming, scaling, and equating the tests of educational development; and (4) the reliability and validity of the tests of educational development. Twenty-two tables and one figure supplement the discussion. Seventeen references are listed. Appendices provide the ACT Interest Inventory and three concordance tables for composite, English, and mathematics scores. (SLD)

ED 338 715 TM 017 601

The ACT Assessment User Handbook: 1991-92.
PUB DATE- 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Entrance Examinations; Evaluation Utilization; Higher Education; High Schools; High School Students; *National Programs; Predictive Measurement; *Scoring; Test Coaching; Testing Problems; *Testing Programs; Test Interpretation; Test Manuals; Test Use
IDENTIFIERS- *ACT Assessment

This user handbook includes four main sections: (1) components of the American College Testing (ACT) Program Assessment; (2) ACT Assessment Reports and Data Services; (3) using ACT student data; and (4) ACT assessment participation. The components described are the four tests of educational development, the High School Course/Grade Information questionnaire, and the student profile section. The following three reports are distributed for each student who completes the ACT Assessment on its national test dates: (1) the student report; (2) the high school report; and (3) the college report. These reports are described, and information necessary to interpret them is presented. Both high school and college uses of ACT student data are described. Information is also given about participation in the program, including registration, taking the test, and score reporting. Six tables and 16 figures supplement the discussion. Thirty-four references are listed, and one appendix summarizes ACT services and materials. (SLD)

ED 338 716 TM 017 604

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Disadvantaged Environment; *Economically Disadvantaged; Hispanic Americans; *Inner City; Low Income Groups; *Poverty; Puerto Ricans; *Social Problems; Urban Environment; *Urban Problems; Urban Schools; *Voluntary Agencies
IDENTIFIERS- *New York (Manhattan)

This book provides descriptive reports about people living in poverty in New York City (New York) in the period from 1964 to 1979 as a beginning to solving the problems of persistent poverty. Analyses of the problems of poverty have rarely been undertaken from the point of view of the poor themselves. It is argued that society will never be able to grapple with the contradictions of poverty until it comes to understand the poor as real people, not as statistical abstractions or faceless objects of pity or contempt. These reports are not sociological studies, but they are informal case studies that reveal the lives of residents in a poor largely Puerto Rican neighborhood in Manhattan (New York) assisted by volunteers from the Fourth World Movement. The International Fourth World Movement is a volunteer corps of people from various nationalities and walks of life who are committed to forming partnerships with the persistently poor in order to work for social justice. Education is one of the areas of concentration of the movement in its endeavors to make the poor partners for progress. A global perspective of the Fourth World Movement and the very poor is appended. (SLD)

ED 338 734 UD 028 346

Parko, Margie
Evaluation of the Self-Esteem through Culture Leads to Academic Excellence (SETCLAE) Program 1989-90. Report No. 15, Vol. 25.
PUB DATE- Apr 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Culture; Black Students; Cultural Awareness; *Cultural Education; Elementary Education; *Elementary School Students; Excellence in Education; Mathematics Achievement; *Program Effectiveness; Program Evaluation; Reading Achievement; *Self Esteem; Urban Education; Urban Schools; Urban Youth
IDENTIFIERS- *African Americans; *Atlanta Public Schools GA

This paper evaluates a program for educators, youth workers, and parents in four Atlanta (Georgia) Public Schools designed to teach African American children the positive aspects of their cultural heritage and to increase their self-esteem and desire to learn. Although the Self-Esteem Through Culture Leads to Academic Excellence (SETCLAE) program has been implemented in four schools, this evaluation covers only the two elementary schools, Woodson and Toomer, which participated for a full year. The evaluation, using an experimental/control design with approximately 600 students, involves the use of two self-esteem instruments, an analysis of Iowa Tests of Basic Skills normal curve equivalent scores in reading and total mathematics, an analysis of the results of a teacher questionnaire, and an analysis of student absences. The evaluation indicates that the instructional program has been only partially implemented. SETCLAE may have a positive effect on student self-esteem, but it has not been found to significantly affect achievement or through multicultural education in U.S. schools. It describes 115 books, journal articles, and reports concerned with issues related to multiculturalism and global studies at all educational levels. Entries, published from 1977 through 1988, are grouped according to the following headings: (1) cultural pluralism; (2) multicultural and ethnic studies for Hispanic American, African American, Asian American, and Native American groups; (3) multicultural education; (4) international studies; and (5) miscellaneous. For each citation, the authors, publication date, title, publication source, and a descriptive abstract are provided. Document numbers from the Educational Resources Information Center (ERIC) are given when available. (SLD)

ED 338 753   UD 028 374

Davidson, Mary
Monitoring Commission Survey of Twenty Elementary Schools in the Chicago Effective Schools Project: Principal and Teacher Perceptions on Factors Associated with Improved Achievement.
PUB DATE- 87
NOTE- 155p.; Volume I (Summary) and Volume II (Discussion Papers) have been combined.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; *Educational Improvement; Effective Schools Research; Elementary Education; *Elementary Schools; *Ethnic Distribution; Improvement Programs; Instructional Leadership; Principals; Program Evaluation; *Racial Distribution; School Desegregation; School Districts; *School Statistics; Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Chicago Effective Schools Project IL; Chicago Public Schools IL

The Monitoring Commission for Desegregation Implementation of Chicago (Illinois) Public Schools is responsible for monitoring and making recommendations about student racial and ethnic distribution in the Chicago schools by a consent decree. In a series of discussion papers, this report presents findings from a survey of principals and teachers about the Chicago Effective Schools Project and the opinions of principals and teachers on factors associated with improved academic achievement. This document combines Volume I (a summary) with Volume II. Volume II, contains the following discussion papers: (1) Detailed Findings on Leadership: Management; (2) Detailed Findings on Leadership: Supervision; (3) Detailed Findings on Leadership: Written Statement of Purpose; (4) Time on Task: Reading, Math, and Language Arts; (5) Principal-Teacher Learning Expectations of Students; (6) Detailed Findings on Student Achievement; (7) Detailed Findings on School Climate-Discipline; (8) Detailed Findings on Staff Development: Principals-Teachers; and (9) Parental Involvement. Twenty (100% response rate) principals and 228 teachers (79% response rate) responded to the surveys about factors associated with achievement. Survey findings are presented in 82 tables. (SLD)

ED 338 754   UD 028 377

Building Better Communities with Student Volunteers. An Evaluation Report on the Student Community Service Program.
PUB DATE- Sep 90
NOTE- 49p.

involved a half-time bilingual resource teacher to coordinate classroom instructional programs, 10 instructional assistants, curriculum development, project staff training, and involvement of parents and community members in bilingual education. Results of a process evaluation show the model to have been successfully implemented at all schools. Increased instructional coordination resulted in improved communication between bilingual and mainstream teachers. Also there was better communication between home and school and the level of participation by students' parents improved. Participating students showed improved mathematics achievement; however, they did not demonstrate the expected improvement in reading and language. Qualitative results suggest that the program was successful in other ways. Included are nine tables and two references. Three appendices outline the program designs, five elementary school bilingual programs, and selected sites and program descriptions. (JB)

ED 338 772　　　UD 028 398

De Board, Roberta J.; And Others
Bilingual/ESL Mainstream Instructional Support Program. End of Year Evaluation Report for 1989-90. Report No. 90-6.
PUB DATE- Nov 90
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Asian Americans; Attendance; Bilingual Education; Compensatory Education; *Educationally Disadvantaged; High Schools; *High School Students; Language Skills; *Limited English Speaking; *Mainstreaming; Minority Groups; Program Evaluation; Public Schools; *School Districts; Spanish Speaking; Study Skills; Urban Schools
IDENTIFIERS- *Seattle Public Schools WA

This report evaluates a program serving high school students in Seattle (Washington) public schools who demonstrate a need for increased language-based academic assistance due to their limited English proficiency. The Mainstream Instructional Support program served 170 students at 2 high schools with 1 resource teacher and 3 instructional assistants. These instructors assisted with completing assignments, developing reading and study skills, counseling, outreach, and translating services. Staff development, materials development, and parent involvement were also important aspects of the program. The evaluation looked at both program implementation and student outcomes. The latter were measured by looking at students' academic success and other indicators of successful progress toward graduation such as attendance rates, grade point averages, and credits toward graduation. The program had no statistically significant effect in raising students' standardized test scores, grades, or attendance rates when compared with like data for students in a similar but unserved comparison group. However, narrative data, administrator and teacher responses, and other indicators suggested that the program had a significant positive impact. Data are presented in four tables. Four appendices present the following: (1) four tables of standardized change score means; (2) the graduation requirements of the Seattle Public Schools and selected study forms; (3) a list of courses attended by program staff; and (4) sample daily log reports completed by staff members. (JB)

ED 338 773　　　UD 028 399

Information Analysis Products (071)
DESCRIPTORS- *Arbitration; *Conflict Resolution; *Cooperation; Elementary Secondary Education; Inservice Teacher Education; Interpersonal Communication; Listening Skills; Policy Formation; *Problem Solving; Program Evaluation; *Program Implementation; Public Schools; Social Problems; Urban Schools
IDENTIFIERS- ERIC Digests

This document presents a brief overview of conflict resolution in school settings and defines conflict resolution as: (1) a constructive approach to interpersonal and intergroup conflicts that helps people with opposing positions work together to arrive at mutually acceptable compromise solutions; and (2) as the body of knowledge and practice developed to realize the approach. It also presents categories of program types: (1) programs in which the disputants work among themselves to settle their differences; and (2) programs in which a mediator (an uninvolved impartial third party) helps the disputants reach agreement. The following themes of conflict resolution are reviewed: (1) active listening; (2) cooperation between disputants; (3) acceptance of each other's differences; and (4) creative problem-solving. The value of these programs beyond crime prevention is discussed. The digest highlights the curriculum-based Resolving Conflict Creatively progam operating in New York City (New York) public schools. An examination of program effectiveness looks at evaluation and key components. A final section on the future of conflict resolution discusses inservice teacher training and funding questions. Seven resources and seven references are included. (JB)

DESCRIPTORS- Administrator Role; *Beginning Teacher Induction; Comparative Analysis; Educational Change; Educational Research; Elementary Secondary Education; Literature Reviews; Mentors; *Program Effectiveness; *Program Evaluation; Teacher Improvement
IDENTIFIERS- Huling Austin (Leslie); Zeichner (Kenneth M)

This paper examines 23 induction programs, 11 conducted and reported between 1967-1977 and 12 conducted and reported since the onset of the 1980s educational reform movement. Earlier reviewers of pre-1980 (Zeichner, 1979) and post-1980 (Huling-Austin, 1988) induction programs differ in their beliefs about whether or not research data support the assumption that induction programs aid in the development and retention of beginning teachers. Zeichner, although he acknowledged that induction programs make sense on logical grounds, found empirical evidence to support his designation of assumptions and findings as "highly equivocal." Huling-Austin, on the other hand, believed the programs she reviewed provided research data to support the same assumptions. This review explores whether purposes, activities, and evaluations of induction programs generated by the reform movement reflect developing knowledge and ideas about teachers and teaching that might account for the differing conclusions of earlier reviewers. Approximately 75 references are provided. (Author/LL)

ED 338 563 SP 033 297

Guidelines on the Acceptability of Teacher Education Programs for Teacher Registration Purposes.
PUB DATE- Dec 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Accreditation (Institutions); Admission Criteria; College Environment; Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; Program Design; State Licensing Boards; *Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS- *Australia (Queensland)

The Board of Teacher Registration, which is reponsible for the registration of teachers in Queensland, Australia, has established a professional education committee to assist in conferring and collaborating with interested groups on teacher education programs. These guidelines have been produced to assist institutions to develop preservice programs which will enable graduates to be registered as teachers in Queensland. In establishing these guidelines the board seeks to develop a cooperative relationship with institutions where a climate of consultation and mutual respect is emphasized. This publication outlines the program guidelines for higher education institutions and discusses the procedures involved in obtaining board approval of teacher education programs. The discussion of program guidelines focuses on the following topics: the educational context within which the program is offered; institutional procedures for consultation in program development; the rationale and objectives, content and process, and structure of programs and curricula; and assessment of student work. (IAH)

ED 338 564 SP 033 305

Mortenson, Edna
North Dakota Comprehensive Health Guidelines K-12.

institute, clusters them in placement sites, and establishes local offices in these areas to arrange for ongoing support and professional development. Ongoing professional development takes the form of support groups, workshops, and university or district programs that result in certification. This program summary discusses goals, history, recruitment, selection, placement, professional development, outreach and corps member support, evaluation, and program funding. Also included is a profile of corps members. (IAH)

ED 338 583 SP 033 374

Davidson, George; And Others
The Governance of a Collaborative Teacher Education Program: The Emergence of New Structures and New Roles.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; Elementary Secondary Education; *Governance; Higher Education; *Organizational Effectiveness; *Preservice Teacher Education; School Districts; Student Teachers; Teacher Educators; *Teacher Role
IDENTIFIERS- *Urbana Year Long Project IL

The way in which organizations are governed has implications for the emergence of the roles and responsibilities of the participants. The successful collaboration which characterized the Urbana (Illinois) Year Long Project depended upon the evolution of the advisory committee's organization and the effectiveness of its governance. The project emerged from two years of discussions between Urbana public school personnel and the College of Education faculties at the University of Illinois, Urbana-Champaign about improving teacher education for elementary certification. A proposal for a collaborative teacher education program emerged from the deliberations. The project goals which were most supported by the governance structure were development of a collaborative program that: (1) provided preservice students with a year long placement; (2) allowed school and university faculty to evolve roles and responsibilities beyond the traditional ones of cooperating teacher, methods instructor, university supervisor, and student teacher; and (3) the merging of and practice. In this collaborative model, decisions about program, scheduling, methods, supervision, and certification were made by the participants on the advisory committee, using consensus as the decision-making model. Participants represented school and university faculty and preservice students. (IAH)

ED 338 584 SP 033 377

Charles, Denise F.
Implementing a Program Using a Zoological Treasure Hunt To Enhance Word Attack Skills of Low Performing First Grade Students.
PUB DATE- Jun 91
NOTE- 72p.; Practicum report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Beginning Reading; Computer Assisted Instruction; Grade 1; Learning Centers (Classroom); *Low Achievement;

high school over the two school years, 1988-89 and 1989-90. The quantitative data reported represent responses of approximately 700 secondary school teachers to questionnaire surveys conducted in spring 1989 and 1990. Qualitative data analyses are based on interviews with approximately 320 teachers. The sections of this research summary reflect CRC's core lines of analysis, which are: (1) professional community organizational patterns; (2) teachers' perspectives on today's students; (3) students perspectives on teachers and school; and (4) issues for policy. Appendixes provide information on survey measures discussed in the report and summarize survey data for each field site. (LL)

ED 338 603 SP 033 411

Siskin, Leslie Santee
School Restructuring and Subject Subcultures.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Departments; *Experimental Schools; High Schools; Intellectual Disciplines; Longitudinal Studies; *Participative Decision Making; *Professional Autonomy; *School Based Management; *School Restructuring
IDENTIFIERS- *Rancho Plan CA; *Reform Efforts

This paper reports on a longitudinal study, known as the Rancho Plan, begun in 1976 at a high school in California. The study was conducted to experiment with planned change in organizational and instructional structures. The data which have emerged offer teachers' recollections of what was and connect them to the long-term effects of a planned change effort. The Rancho Plan focused on the concept of professional communities which offer increased site-level autonomy, shared goals, norms, and objectives, and where teachers are involved in the decision-making process. The Rancho Plan was on the cutting edge of research and embodied what all new findings recommend. Since it was ahead of its time, it allows researchers to see what time has done to the early visions of what this school could, and should, become. Stories told by teachers in the Rancho experiment provide glimpses of the ways in which departments have developed into distinct professional communities. Rancho serves as a case history of an early attempt at what is now being promoted as restructuring, a reform effort involving educational researchers, policymakers, and practitioners. (LL)

ED 338 604 SP 033 413

Bagheri, Hooshi; And Others
Restructuring Teacher Education: Integrating Science/Mathematics Methods Course and Student Teaching--the Northridge Experience.
PUB DATE- Feb 91
NOTE- 25p.; Revised version of a paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

areas experiencing persistent teacher shortages. Teach for America selects corps members through an intensive application process, prepares them to enter the classroom in a preservice institute, clusters them in placement sites, and establishes local offices in these areas to arrange for ongoing support and professional development. This handbook discusses all phases of the program in eight chapters: (1) Background and Goals; (2) What It Means To Be a Corps Member; (3) Program and Ongoing Responsibilities (includes recruitment and selection, acceptance, National Teachers Exam, preservice institute, induction, placement, support, ongoing professional development, and a description of the second summer); (4) Summary of Corps Member Requirements; (5) General Policies of Nondiscrimination, a code of conduct, placement and location, deferral, legal authorization to work, minimum undergraduate grade point average, falsification, misrepresentation, and criminal records and proceedings; (6) How to Make it to the First Paycheck (before graduation, during the institute, and the transition to placement); (7) Student Loan Deferment and Cancellation; and (8) Insurance. (LL)

ED 338 623 SP 033 461

Strengthening Education Reform: The Family and the Community. Conclusions.
PUB DATE- Oct 91
NOTE- 28p.; Extracts from presentations at the Anniversary Celebration of the Academy for Educational Development (30th, New York, NY, June 5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Community Involvement; Developing Nations; *Educational Development; Educationally Disadvantaged; Elementary Secondary Education; *Family Involvement; Financial Support; Foundation Programs; Higher Education; International Educational Exchange; *International Programs; *Parent Participation
IDENTIFIERS- *Academy for Educational Development; Agency for International Development; National Committee for Citizens in Education; *Reform Efforts; World Bank

This booklet presents excerpts from a discussion by a panel of educators and policymakers brought together by the Academy for Educational Development (AED), an organization that addresses human development needs through education, communication, and information. Participants shared their experiences in creating opportunities and procedures which could increase the participation and involvement of the family and community in the education of children. The purpose of the discussion was to link the knowledge gleaned from work with disadvantaged student populations in the United States with the problems and solutions dealt with in international work in developing nations. The excerpts are arranged according to speaker and organization. Following an introduction by Sharon L. Franz of AED, participants in the program included: Sandra B. Jibrell (Annie E. Casey Foundation), moderator; and panelists Gayle Dorman (Lilly Endowment, Inc.); Samuel Rea (U.S. Agency for International Development); J. William Rioux (National Committee for Citizens in Education); Rafael Valdivieso (AED); and Adriaan Verspoor (World Bank). (LL)

ED 338 624 SP 033 463

Messick, Rosemary G.; Reynolds, Karen E.

are addressed: (1) identification of needed information; (2) data collection methods; (3) questionnaire construction (including wording, format, pretesting, and establishment of reliability and validity); (4) sample design; (5) contacting the sample; (6) response rates; (7) the survey report; and (8) tracking procedures. Sound procedures pertinent to designing and implementing follow-up systems for special education are discussed. By applying acceptable practices, the results of survey research studies will be: easier to interpret into an integrated knowledge base, more easily assimilated into decisions that seek to improve practices, and more readily generalized to other populations and settings. A 42-item list of references, one table, and one flowchart illustrating the survey research process are included. (Author/TJH)

ED 338 641 TM 015 967

Corbett, H. Dickson; Wilson, Bruce
Raising the Stakes in Statewide Mandatory Minimum Competency Testing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; *Educational Change; Elementary School Teachers; Elementary Secondary Education; Graduation Requirements; *Minimum Competency Testing; Principals; Questionnaires; School Personnel; *School Surveys; Secondary School Teachers; *State Programs; Testing Problems; *Testing Programs; Test Results
IDENTIFIERS- *High Stakes Testing; Maryland; Pennsylvania; Stakeholder Survey

The mandated minimum competency programs of two states--Pennsylvania and Maryland--are examined, and some of the effects on school districts of raising the testing stakes are reviewed. In a survey conducted during the winter of 1986-87 in Pennsylvania and Maryland, one teacher, one principal, and one central office staff member each from 277 Pennsylvania districts and 23 Maryland school systems replied to a questionnaire on the testing program. The stakes increased in Maryland due to the approach of the time when Maryland students would be responsible for passing all four state competency tests to graduate. The stakes increased in Pennsylvania due to a brief public release of school district rankings based on test scores from the spring of 1987 test administration. The survey results indicate that school districts in higher stakes testing situations make more adjustments to instruction and organization than do districts in lower stakes situations. In both states, the perception of higher stakes associated with testing resulted in an intensification of the pressure on local educators to improve test scores, which in turn stimulated changes in local practices. High stakes statewide testing programs were seen to alter the political character of districts by increasing the probability that community elements could and would exercise influence. Such effects of high stakes testing could counteract efforts to reform teaching. (SLD)

ED 338 642 TM 016 320

Cifarelli, Victor

Inventory

Previous research has examined whether manipulation of one environmental element, such as sound, significantly affected group norms for achievement. This investigation examined the relation of preferred and actual acoustic environment on reading performance. Subjects were 32 male and 32 female sixth-graders from a suburban school in New York State who had indicated, on the Learning Style Inventory of R. Dunn and others (1979), a strong preference for either extreme quiet or extreme noise when studying or learning. Half were given a reading test in the acoustic environment (loud or quiet) that matched their identified preferences for sound; half were tested in the mismatched condition. Subjects were administered the Gates MacGinitie Reading Tests and a semantic differential scale designed to measure student attitudes when tested in matched/mismatched acoustic environments. Students performed best in the environment that matched their preferences. The implications for the classroom of student preference and environmental noise are discussed. The biological basis of individual acoustic requirements is considered. Environmental elements in meeting student preference can be responded to in the classroom at virtually no cost. There are 39 references and a 17-item supplemental bibliography. (SLD)

ED 338 661 TM 017 440

Goodwin, David

Beyond Defaults: Indicators for Assessing Proprietary School Quality.

PUB DATE- Aug 91

NOTE- 98p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational Assessment; Educational Finance; Educational Quality; Evaluation Methods; *Federal Aid; Federal Programs; Financial Support; *Loan Default; Postsecondary Education; *Private School Aid; *Proprietary Schools; Student Financial Aid; *Student Loan Programs

IDENTIFIERS- *Educational Indicators; *Quality Indicators

Largely because of high student loan default rates, much of the criticism of federal aid programs has focused on policies and practices affecting the participation of proprietary schools in federal student aid. This report reviews alternative indicators of school performance that are currently used or could be used by the federal student aid programs. These indicators are considered appropriate for assessing proprietary schools, but they are likely to be applicable to other types of postsecondary institutions. The use of student loan default rates to set minimum standards for program eligibility is limited and inadequate for assessing institutional quality. A more comprehensive indicator of default rates, particularly a default rate based on the proportion of dollars in default and the percentage of students receiving federal loans, would give a more complete picture. New information on factors influencing institutions likely to misuse the student aid program or to fail are needed to develop valid profiles to identify high-risk institutions. More comprehensive assessments should consider program completion rates, attainment of occupational competency by students, and labor market performance. Student background may become a factor in the assessment process. Specific guidelines are given for short-term measures to improve institutional evaluation while a more comprehensive assessment system is being developed. Six tables summarize information on

ED 338 679 TM 017 497

Linn, Robert L.
State-by-State Comparisons of Student Achievement: The Definition of the Content Domain for Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; Content Validity; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; Evaluation Utilization; National Programs; School Districts; Scores; State Norms; *State Surveys; *Student Evaluation; Test Construction; Test Validity
IDENTIFIERS- *National Assessment of Educational Progress

When the National Assessment of Educational Progress (NAEP) was designed 20 years ago, comparisons among individual states or localities were not deemed desirable. Today, this lack of information to allow comparison is judged to be a serious weakness of the NAEP, and ways to allow comparisons are actively sought. The focus of this paper is to review issues concerning the definition of the domain of content to be covered in the NAEP and the relationship of the definition and score reporting systems to the validity of inferences that are based on state-by-state comparisons. This validity is the most fundamental issue in development of the NAEP. Essential issues in the content domain include: (1) breadth of coverage and the match with what is taught and tested; and (2) the number and specificity of scores. Ideally, the domain for assessment would include separate measures of the full range of outcomes that are considered important by any of the states. Despite the desirability of having multiple scores for purposes of identifying strengths and weaknesses, global scores will still need to be produced, because multiple scores would be too overwhelming and because there is a desire for a score card. It is argued that the ability to disaggregate results to specific content areas should be retained. A 37-item list of references is included. (SLD)

ED 338 680 TM 017 498

Shavelson, Richard J.; And Others
The Role of Symbol Systems in Problem Solving: A Literature Review.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Culture Fair Tests; Educational Research; Elementary Secondary Education; Encoding (Psychology); Ethnic Groups; *Illustrations; Literature Reviews; Minority Groups; *Problem Solving; Racial Differences; Research Problems; *Science Tests; Social Differences; Symbols (Mathematics); Test Bias; Test Content; *Test Items
IDENTIFIERS- Subject Content Knowledge; *Symbolic Representation;

that curriculum research has identified as important in the development of indicators. The second section examines features of policy-relevant indicators. The third describes the current status of coursework indicators. A final section outlines the SRA project design. A 22-item list of references is included. (SLD)

ED 338 698 TM 017 559

Rudner, Lawrence M.
Assessing Civics Education. ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; *Civics; *Classroom Techniques; *Educational Assessment; Elementary Secondary Education; Essay Tests; Group Instruction; Guidelines; Interviews; Measurement Techniques; Relevance (Education); Student Evaluation; Student Projects; Teacher Made Tests; *Teacher Role; *Test Construction; Test Format
IDENTIFIERS- ERIC Digests

Assessment can play a vital role in ensuring the success of citizenship education. Assessment should be an on-going process that informs about the progress and development of students. Guidelines are presented for designing and planning assessment activities, and several formats for assessment are described. Basic guidelines for assessment are suggested: identify instructional goals, communicate instructional goals to students, integrate assessment with instruction, assess often, and use a variety of techniques. Some of the following techniques can give more meaningful and accurate data than multiple-choice and true or false tests: (1) group projects; (2) interviews with students; (3) essay questions; (4) informal observation; (5) formal observation; and (6) projects to help students realize the connection between instruction and the real world. Carefully planned assessments that reflect clearly defined objectives can enhance instruction. Four references are listed. (SLD)

ED 338 699 TM 017 560

Rafilson, Fred
The Case for Validity Generalization. ERIC/TM Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Analysis of Covariance; *Concurrent Validity; Correlation; Educational Assessment; *Meta Analysis; Occupational Tests; Regression (Statistics); Statistical Significance; *Test Use; Test Validity

Clark, Sheldon B.; And Others
When Control Groups Do Not Exist: Program Evaluation without a Net.
PUB DATE- Oct 91
NOTE- 24p.; Paper presented at the Annual Meeting of the American Evaluation Association (Chicago, IL, October 31-November 2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; *Control Groups; Databases; Educational Assessment; Engineers; *Evaluation Methods; Evaluation Problems; *Experimental Groups; Higher Education; National Norms; National Surveys; *Program Evaluation; *Research Design; *Sampling; Scientists
IDENTIFIERS- Oak Ridge Associated Universities TN

Suggestions, based on the experience of researchers at Oak Ridge (Tennessee) Associated Universities (ORAU), are offered on how evaluations in which true experimental designs are not possible can be designed for meaningful comparison. The ORAU conducts evaluation and assessment studies of educational programs intended to explore some aspect of the production of scientists and engineers (S/Es) in the United States. To assess these programs in the absence of traditional control groups, researchers have turned to several national databases. Questions and response items from large national studies sponsored by the National Science Foundation (NSF) and other agencies make possible the comparison of program participants with national norms. Among NSF surveys used are: (1) Survey of Earned Doctorates; (2) Survey of Doctorate Recipients; (3) Survey of Recent Science, Social Science, and Engineering Graduates (New Entrants Survey); and (4) National Survey of Natural and Social Scientists and Engineers (Survey of Experienced S/Es). Only clearly relevant items are selected. These techniques are not a panacea but can be helpful when it makes sense to compare program participants with external or general populations. A seven-item list of references is included. Figures 1 through 5 give examples of items adopted for comparison. Figures 6 through 10 illustrate general and definitive comparison groups. (SLD)

ED 338 717 TM 017 606

Secondary Level English Proficiency Test: US/Overseas Edition.
PUB DATE- 90
NOTE- 21p.; For the test manual, see TM 017 607.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *English (Second Language); Foreign Countries; Language Proficiency; *Language Tests; Limited English Speaking; Listening Comprehension Tests; Multiple Choice Tests; Norm Referenced Tests; Reading Comprehension; Reading Tests; Scoring; Secondary Education; Secondary School Students; *Second Language Learning; *Test Interpretation; Test Manuals; Test Use
IDENTIFIERS- *English Placement Tests; *Secondary Level English Proficiency Test

The Secondary Level English Proficiency (SLEP) test is a measure student absences, with the exception of grade 6. Teachers disagree about whether or not the program accomplishes its goals. The program has no religious aspect and is beneficial for all students regardless of ethnic background. A list of 10 references is included. A teacher questionnaire and the SETCLAE Student Profile and sample lessons are appended. (JB)

ED 338 735 UD 028 350

O'Hare, William P.; And Others
African Americans in the 1990s.
PUB DATE- Jul 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Black Population Trends; Blacks; Employment Level; Ethnography; Family Problems; Marital Instability; Physical Health; Salaries; *Social Problems; Social Status; *Sociocultural Patterns; *Socioeconomic Status; Statistical Data; Unwed Mothers; Urban Problems
IDENTIFIERS- *African Americans

The African American population has made remarkable progress since the 1960s, but recent trends may derail the progress of many American blacks. Compared to previous years, United States blacks, who number 30 million in 1991, are more educated, earn higher salaries, work in more prestigious jobs, and participate more fully in politics. However, large gaps remain between white and black Americans on most indicators of social and economic progress. In some areas, the gaps are widening. Average life expectancy for blacks has fallen slightly since 1985, while it has increased for whites. White men can expect to live over 7 years longer than black men. Median income for black families in 1989 was slightly below its 1969 level, after adjusting for inflation. While the number of affluent blacks blossomed in the 1980s, the net worth of blacks averaged only one-tenth that of whites in 1989. As African Americans enter the 1990s, high rates of birth to unmarried mothers, family instability, poor educational performance, and other factors continue to hinder progress for many African Americans, while others earn advanced degrees and high salaries. The report contains 10 tables, eight figures, a list of 72 references, a list of 20 suggested readings, and 9 discussion questions. (Author/JB)

ED 338 736 UD 028 351

Bain, Josie G.; Herman, Joan L.
Improving Opportunities for Underachieving Minority Students: A Planning Guide for Community Action.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 58p.; Paper prepared in collaboration with the University of Colorado, the NORC at the University of Chicago, and Arizona State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Action; Community Influence; Community

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Community Development; *Community Services; Delivery Systems; Federal Programs; High Schools; *High School Students; Low Income Groups; Postsecondary Education; Program Evaluation; *Social Services; Student Participation; *Student Volunteers; *Urban Programs
IDENTIFIERS- *ACTION (Agency); Voluntarism

As the first awardees in the Student Community Service (SCS) program conclude their third and final year of funding and as SCS becomes an established part of ACTION's system of volunteer opportunities, it seems a proper time to evaluate the program. This evaluation examines whether the SCS has made a difference in the host communities served, and whether it has met its basic goals to nourish student voluntarism through local projects. The SCS encourages full-time high school or college students to undertake community service in low-income communities. In 1987 ACTION, the Federal Domestic Volunteer Agency, funded 55 projects under the SCS, 44 of which received third-year grants in 1989. In all, ACTION has funded 138 projects in its 3-year history, with 121 of these projects active through 1989. This evaluation looks at 40 projects that, in 1989, enrolled 20,505 students (about 25% high school students), who provided 335,095 service hours during the year. Student volunteers are a valuable resource in their communities, making possible many services that could not otherwise be provided. The volunteers themselves gained a diversity of benefits from their service. Current volunteers are proving to be effective recruiters for the programs, and most project directors believe that their efforts will continue following the end of ACTION support. This paper includes 5 bar graphs and 10 tables. A reference list cites 21 sources. (SLD)

ED 338 755 UD 028 378

On the Road to Success: Students at Independent Neighborhood Schools.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Equal Employment Opportunity Commission, Washington, D.C.; General Motors Corp., Detroit, Mich.
PUB DATE- 91
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Alumni; American Indians; Asian Americans; Black Students; *Community Schools; Cultural Awareness; Curriculum Development; Elementary Secondary Education; Higher Education; Hispanic Americans; Inner City; *Institutional Characteristics; Multicultural Education; *Neighborhood Schools; *Private Schools; *School Effectiveness; School Surveys; Urban Schools; *Urban Youth
IDENTIFIERS- African Americans; Latinos

Independent neighborhood schools are meeting the academic, social, and cultural needs of African American, Hispanic American, Latino American, Native American and Asian American children when viewed from a broad spectrum of criteria for individual and institutional success. Hundreds of these institutions provide full-time academic programs, usually in inner city areas. They are called "independent neighborhood schools" to distinguish them from more traditional private schools. These schools are a response to educational needs not being met by public school systems. This study attempts to fill

Ramey, Madelaine; Johnson, Ernest
Even Start/Project Family Program: First Annual Review. Report No. 91-3.
PUB DATE- May 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Adult Literacy; *At Risk Persons; *Compensatory Education; Early Childhood Education; Educationally Disadvantaged; Family Problems; *Family Programs; Family School Relationship; Minority Groups; Parent Education; Program Evaluation; School Readiness; *Social Services; Urban Schools; *Young Children
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Even Start; *Seattle Public Schools WA

This report presents the first annual review of the Even Start/Project Family Program in Seattle (Washington). The program serves qualifying parents and children of families with one or more children ages 1 to 7 years, who live in an elementary school attendance area designated for participation in basic Chapter 1 programs with referrals coming from various community agencies. In its first year, the program served 82 adults and 198 children. The program does the following: (1) identifies and recruits families; (2) screens/prepares parents and children for participation: (3) designs programs and provides support services; (4) promotes adult literacy, provides parent training, and prepares children for success in school; (5) provides staff with special training to work with parents/young children in a full range of instructional services; (6) monitors integrated instructional services; and (7) coordinates programs assisted under Even Start. The staff consists of a program coordinator and two assistant coordinators, and adjunct faculty contracted from Seattle Central Community College (adult literacy, basis skills mastery, and parent education class instruction). Major events in the first year are listed, and recommendations for future evaluation are made. Two appendices contain an intake survey form and a list of the collaborative advisory council members. (JB)

ED 338 774 UD 028 400

Ramey, Madelaine
Compensatory Education Sustained Gains from Spring 1988 to Spring 1990. Report No. 91-1.
PUB DATE- Mar 91
NOTE- 18p.; For an earlier report, see ED 330 764.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; *Compensatory Education; Computer Assisted Instruction; Elementary Education; *Elementary School Students; *Mathematics Skills; Program Evaluation; Reading Consultants; *Reading Skills; Remedial Instruction; Tutoring; Urban Schools
IDENTIFIERS- *Seattle Public Schools WA

A study was done to determine the 1988-90 sustained gains in reading or mathematics among students in grades two through five in Seattle (Washington). These students were not retained but given compensatory education for 1 of the 2 years through one of the following models: (1) a traditional "pull-out"

PUB DATE- Oct 89
NOTE- 223p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Communicable Diseases; Consumer Protection; *Curriculum Development; Decision Making; Drug Education; *Educational Objectives; *Educational Resources; Elementary Secondary Education; Environmental Influences; Family Life Education; First Aid; *Health Education; Mental Health; Nutrition Instruction; *Program Implementation; Safety Education; Self Concept; State Curriculum Guides
IDENTIFIERS- America 2000; National Education Goals 1990; *North Dakota

These guidelines offer a philosophy, goals, and objectives for the development, implementation, and evaluation of a K-12 comprehensive health instruction program. Recommendations reflect current thinking of national, state, and local health educators. The material is aimed at local school district health curriculum committees and teacher preparation institutions. Following the foreword are a list of the North Dakota School Health Coalition members, the national health objectives for the year 2000, the guide's scope and sequence, and an introduction. This publication is organized into 11 chapters: (1) Implementation Guidelines; (2) General Resources; (3) Mental Health/Self-Concept; (4) Social Competency/Decision Making; (5) Chemical Education; (6) Family Life Education; (7) Disease Prevention, including recommendations for AIDS education implementation and curriculum development; (8) Community/Environmental Health; (9) Personal and Consumer Health; (10) Nutrition Education; and (11) Safety and First Aid. Goals and objectives are spelled out for each instructional level; resource material sources are provided with each chapter. (LL)

Pretests Posttests; Primary Education; *Reading Achievement; *Reading Skills; Reading Strategies; Reading Tests; *Word Recognition
IDENTIFIERS- *Reading Motivation; *Word Attack Skills

A specialized word attack skills program was designed to increase the reading ability of a target group of seven first grade students. These youngsters, placed in an average ability classroom, were performing below county standards. The program utilized learning centers, computers, and visual-auditory activities as motivational techniques. Students were instructed in word attack skills through the use of a zoological treasure hunt. Success of the program was measured by comparing pretest and posttest scores on the Unified County Reading Mastery Test, the Brigance Criterion-Reference Reading Test, and a teacher-created Reading Skills Inventory. Test results indicated increases of scores from primer to first grade reading level. Teacher observational records measured growth in critical thinking skills, and students demonstrated improvement in exercises involving organizing data, analysis, and using context clues. Appendixes include: the Unified County Reading Mastery Test; a teacher survey; the Brigance Criterion-Referenced Reading Test; the teacher-created reading skills inventory; a critical thinking skills checklist; a problem confirmation letter; and worksheets. (Author/LL)

(150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Higher Education; *Integrated Curriculum; Mathematics Instruction; *Methods Courses; Methods Teachers; Models; Preservice Teacher Education; Science Instruction; *Student Teaching; *Supervisory Methods; *Theory Practice Relationship
IDENTIFIERS- California State University Northridge; *Knowledge Base for Teaching; *Reflective Teaching

The goal of teacher education is to prepare prospective teachers to become reflective practitioners who are able to make pedagogical decisions in light of sound theory. This report describes a model for integrating science and mathematics methods with student teaching. Efforts to maintain a critical bond between theory and practice is one component of the Multiple Subject Credential program at California State University, Northridge. Several assumptions giving foundation to the program to prepare elementary school teachers are highlighted as are the broad elements of the credential curriculum. Focus is on one component of the program consisting of a course in curriculum and instruction for teaching mathematics and science in the elementary school and the accompanying student teaching practicum. The significance of several features of this methods and student teaching component are discussed. They are: (1) methods instructors serving as field supervisors; (2) collaborative lesson planning; (3) curriculum analysis and use--textbooks and other curricular materials; (4) microteaching; (5) observation and peer coaching; (6) supervision; and (7) seminars. The program represents a concerted effort of several departments to provide for student teachers a broad knowledge base as they prepare to teach students from culturally, linguistically, and experientially diverse backgrounds. (LL)

Middle Level Curriculum in Action.
PUB DATE- 92
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescent Development; Core Curriculum; *Curriculum Development; *Educational Strategies; Higher Education; *Instructional Innovation; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Preservice Teacher Education; Student Characteristics; Student Evaluation; *Teaching Methods; Team Teaching; Textbooks

This textbook explores ways in which to teach young adolescents successfully and is based on the premise that curriculum and teaching methods should be designed to create a challenging environment. A developmental view of the young adolescent is presented and is connected to middle level curriculum development; information on content rationales is included for middle level subjects, core curriculum structures and strategies; issues of at-risk students, sheltered English instruction, and team teaching are explored; and teaching as a reflective process is promoted in reorienting middle level schools for the future. The book is organized into 11 chapters each containing several substantive sections, conclusions, extensions, notes and references, and further reading materials. The chapters are entitled: (1) Introduction to the Middle Level; (2) Evolution of Middle Level Schooling; (3) The Middle Level Student; (4) Curriculum-Building Basics; (5) Basic Subjects of the Curriculum; (6) Basics of Exploratory Curriculum; (7) The Affective Curriculum; (8) Core Curriculum Implementation; (9) Instruction at the Middle Level; (10) Evaluating Student Progress; and (11) Interdisciplinary Units of Instruction. (LL)

Conceptual Structures in Mathematical Problem Solving.

PUB DATE- Apr 91
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Handwritten figures in text may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Calculus; Case Studies; *Cognitive Structures; *College Students; *Concept Formation; Higher Education; Interviews; Knowledge Level; Learning Processes; *Mathematical Concepts; *Problem Solving; Videotape Recordings; *Word Problems (Mathematics)

The processes by which conceptual knowledge is constructed during mathematical problem solving were studied, focusing on the cognitive activity of learners (i.e., the ways they elaborate, reorganize, and reconceptualize their solution activity). Underlying this research is the view that learners' mathematical conceptions evolve from their activity as they attempt to resolve situations that they experience as genuinely problematic. Subjects were nine students in introductory calculus classes at the University of California (San Diego) who were interviewed as they solved a set of similar algebra word problems. Experimenters prepared videotaped and written protocols for each subject. Analyses of these protocols are reported within a case study format. Solution activities indicated a gradual construction and elaboration of conceptual knowledge as subjects solved their tasks. Generalizing across the case studies yielded four levels of solution activity: (1) structural; (2) re-presentation; (3) recognition; and (4) instrumental. These levels encompassed three broad categories of conceptual structure: recognition, re-presentation, and abstract. Findings indicate that subjects' developing ability to monitor and plan their solution activities is made possible by their cognitive advances. Two tables and two figures illustrate the discussion. A 19-item list of references is included. (SLD)

indicators. Two appendices summarize meetings with representatives of proprietary schools and occupational competency testing in proprietary schools. (SLD)

ED 338 662 TM 017 445

Dietzen, Sandra
Research by External Agencies or Individuals in AISD, 1990-91.
PUB DATE- Jul 91
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Educational Assessment; *Educational Research; Elementary Secondary Education; Program Descriptions; *Program Proposals; Public Schools; Researchers; *Research Projects; Research Proposals; Research Utilization; School Districts
IDENTIFIERS- *Austin Independent School District TX; External Evaluation

Abstracts of research projects conducted within the Austin (Texas) Independent School District (AISD) by external agencies or individuals are presented. Each of these researchers went through a screening process in which AISD staff members reviewed their proposals to ensure protection of AISD students and staff and quality research that fits the needs and interests of the district. Twenty-eight proposals were reviewed between June 16, 1990 and June 15, 1991. Of these, 17 were approved, 7 were disapproved, and 4 were withdrawn. Thirty abstracts of new and ongoing projects within the AISD are included. Each abstract contains a description of the study, subjects, and results; and includes a list of participating schools and the implications for the AISD. (SLD)

*Symbol Systems Approach

This review brings diverse research to bear on the contention that current achievement tests may underestimate students' subject-matter knowledge and problem-solving ability because of the mismatch between the symbolic form that typical achievement tests use and the specificity of students' symbolic encoding that arises from instruction and individual differences. More specifically, the possibility that alternative representations of science problems affect achievement estimates is examined for students varying in socioeconomic and ethnic/racial backgrounds. Theory and research are examined for the effects of symbolic encoding on information processing and the effects of translation among symbol systems on problem solving. Testing with alternative symbolic representations is placed in the context of the literature on minority group testing. Research on minority group testing has rarely focused on the possibility of alternative symbolic forms of tests or test items. There has been little attempt to determine the strengths of particular cultural and language groups and to develop tests that capitalize on them. Instead, research on minority group testing has concentrated on: (1) the validity of group differences in test scores (test bias); (2) the testing of linguistic minorities; and (3) the development of culture-fair tests. A 70-item list of references is included. An appendix describes the development of a taxonomy used in science textbooks to present concepts of heat and temperature. (SLD)

IDENTIFIERS- ERIC Digests; *Validity Generalization

An important issue in educational and employment settings is the degree to which evidence of validity obtained in one situation can be generalized to another situation without further study of validity in the new situation. Theory, procedures, and applications concerning validity generalization are addressed. Meta-analytic techniques make possible a comparative process to determine if the criterion-related validity of a test is relatively stable or if the test is valid only in certain situations. The criterion-related validity of a test in a local situation is usually only inferred if the findings reach a level of magnitude called statistical significance. A common procedure for conducting a meta-analysis to determine the degree to which validity findings can be generalized involves: (1) estimating the population validity by computing the mean of the observed sample validities; (2) correcting the observed validities by removing the effects of statistical artifacts; and (3) finding the variance of the corrected observed validities. If the variance of the corrected observed validity is nearly zero, then the validity generalizes and can be transported to other situations or locations. Three models currently exist for assessing validity generalization (the correlation model, the covariance model, and the regression slope model). Validity generalization studies are usually used to draw scientific conclusions about the relationships between variables and to support the use of a test in a new situation. Four references are listed. (SLD)

of ability in understanding spoken and written English. It is designed for use with students entering grades 7 through 12 whose native language is other than English. Previously offered on a limited basis at test centers established by the Educational Testing Service, the SLEP is now available to secondary schools and community colleges worldwide. Results can be useful in making placement decisions about the following: (1) assignment to English-as-a-Second-Language (ESL) classes; (2) placement in a mainstream English-medium program; (3) exemption from a bilingual program; and (4) exit from an ESL program. The SLEP is a norm-referenced test with 150 multiple-choice questions. This guide describes the test, its purposes and uses, scoring, and details of administration. Sample questions are provided illustrating listening comprehension and reading comprehension (including grammar and vocabulary) portions of the test. Test ordering information is included, with an order form. (SLD)

ED 338 718 TM 017 607

SLEP Test Manual. Fifth Edition.
PUB DATE- 91
NOTE- 30p.; For a related document, see TM 017 606.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *English (Second Language); Foreign Countries; Language Proficiency; *Language Tests; Limited English Speaking; Listening Comprehension Tests; Norm Referenced Tests; Reading Comprehension; Reading Tests; Scoring; Secondary Education; Secondary School Students; *Second Language Learning; *Test Interpretation; Test Manuals; Test Use
IDENTIFIERS- *English Placement Tests; *Secondary Level English Proficiency Test

The test manual for the Secondary Level English Proficiency (SLEP) test has been prepared for teachers, counselors, and others responsible for interpreting SLEP test scores. The SLEP is designed to assess the proficiency in English of students entering grades 7 through 12 whose native language is not English. As a test of understanding written and spoken English, the SLEP is available to secondary schools in the United States and overseas. This manual contains the following: (1) an overview of the SLEP program; (2) general instructions for the test; (3) general information about and specific instructions for administering the test; (4) scoring the answer sheets; (5) interpreting the SLEP scores; (6) statistical information; (7) language proficiency levels; (8) the relationship between the SLEP and the Test of English as a Foreign Language; (9) additional factors to consider in using SLEP scores; and (10) an annotated list of nine references. Sixteen data tables are included. (SLD)

Involvement; Community Leaders; Educationally Disadvantaged; *Educational Opportunities; Elementary Secondary Education; *High Risk Students; *Minority Groups; *Program Development; Program Guides; *School Community Programs; School Community Relationship; Underachievement; Urban Education; Urban Youth

This booklet offers a set of guidelines for developing a community-based coalition dedicated to improving the education of at-risk minority students. The guide offers and is organized around the following nine-step plan for the development and implementation of strategies to mobilize a community: (1) "the initiation: build core support"; (2) "develop your ideas" to enlarge the coalition and explore strategies for action; (3) "build community interest in action" by contacting community organizations and influential individuals; (4) "reach consensus on action" at the first meeting; (5) "develop a blueprint for action" by working out the details; (6) "sell the program to the larger community" by publicizing the plan and broadening the base of support; (7) "implement the plan" and work at maintaining interest in the effort; (8) "monitor and evaluate the program" identifying its strengths, weaknesses, and impact; and (9) "determine the effectiveness of your plan for action" by reviewing the implementation process. Steps 5 through 9 include examples from a prototype plan for action for improving the dropout rate of Black youth. Also included are a sample timeline and worksheets. Appendices offer the following additional information: (1) questions for stimulating discussion in community meetings; and (2) a list of possible community resources and the roles they might play. (JB)

the information gap about independent schools by focusing on a sample to show their environments and resources as pre-collegiate and pre-employment institutions. Of the 300 neighborhood schools identified, 82 schools (27%) responded to a survey. The 11,068 students in these schools in 1989 represented African American (89%), Hispanic (10%), and Native American (1%) ethnic groups. Neighborhood schools have generally adopted the prevailing curriculum content and textbooks, although most attempt to infuse relevant cultural values, and their students perform well by most measures. Alumni interviewed (n=50) tend to have positive attitudes and have continued their education or found employment. The book includes 15 bar graphs illustrating the findings and 29 tables of study data. Seventeen references are listed. (SLD)

ED 338 756 UD 028 379

Shields, Patrick M.; Anderson, Lee
Chapter 2 Support for Chapter 1 Program Improvement.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 91
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; *Coordination; *Economically Disadvantaged; Educational Change; Elementary Schools; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal Programs; Low Achievement; Low Income Groups; Poverty; Program Administration; *Program Improvement; School Districts; Secondary Schools; State Departments of Education
IDENTIFIERS- Arkansas; Connecticut; *Hawkins Stafford Act 1988; Pennsylvania

This study examines cases of overlap between federal Chapter 1 and Chapter 2 programs as reauthorized in the Hawkins-Stafford Elementary and Secondary School Improvements Amendments of 1988. Both chapters emphasize the creation of more effective schools through similar approaches. The study sample includes three states (Connecticut, Arkansas, and Pennsylvania) and 14 local school districts, most of which were using Chapter 2 funds to support Chapter 1 program improvement. The results show that Chapter 2 support for Chapter 1 program improvement in the sample states has positive short-term effects. The following benefits were observed: (1) local schools and districts receive support needed to reform services for low-achieving students; (2) state departments of education are able to support improvement efforts in their state's neediest schools; and (3) coordinated use of federal dollars targeted on improving the educational opportunities of children in poverty meet a central federal goal. However, these efforts are limited. No other states are known to be using funds in this way, and within these three states few districts are involved. Findings suggest that the Federal Government should not require Chapter 2 to support Chapter 1 and perhaps thereby cut off these creative, coordinated uses of federal funds. This document contains five tables and two figures. An appendix describes the study sample and data collection procedures. (JB) approach in reading and/or mathematics; (2) computer assisted instruction in reading and/or mathematics; (3) individual tutoring in reading by community volunteers; and (4) a reading resource specialist approach. A comparison group consisted of all students who were in grades two through five in 1988-90 who did not receive compensatory education service and were not retained. Comparison of gains in reading revealed that pull-out and computer assisted instruction recipients showed significantly larger gains than the comparison group. For mathematics, only pull-out participants showed gains that were significantly greater than gains made by the comparison group. Gains among computer assisted participants approached significance. When comparing these findings with those of 1983-85 and 1985-87, a significant positive effect of the pull-out approach on both reading and mathematics scores was consistent throughout. Results for the tutors were also consistently positive but not always significant due to the small number of participants. Results for computer assisted instruction have been unimpressive until the present study. Included are three references, four tables of data, and four graphs. (JB)

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Cruz, Jose E.
Implementing the Family Support Act: Perspectives of Puerto Rican Clients.
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PUB DATE- May 91
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EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Client Characteristics (Human Services); Economically Disadvantaged; Family Problems; *Family Programs; *Federal Programs; *Puerto Ricans; Social Problems; Social Workers; Spanish Speaking; Urban Environment; Urban Problems; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; New Jersey (Newark); New York (New York); Pennsylvania (Philadelphia)

An assessment of welfare-related experiences and perspectives of Puerto Rican Aid to Families with Dependent Children (AFDC) recipients in New York City (New York), Newark (New Jersey), and Philadelphia (Pennsylvania) was conducted. Data were developed through 8 self-contained focus groups involving 63 participants. An additional focus group was conducted with human service professionals who serve Puerto Rican clients on AFDC. The following findings are highlighted: (1) a majority of participants are single heads of households with children, 25 years or older, Spanish-dominant, without a high school diploma, and below the poverty level; (2) a majority (73 percent) had been on welfare for over 3 years; (3) participants enrolled for AFDC due to family-related rather than work-related values; (4) AFDC enrollment triggers conflict with other human service agencies and the criminal justice system; (5) family responsibilities, lack of English proficiency and basic skills, the cost and logistics of transportation, and housing costs were the most significant barriers to self-sufficiency; (6) most wish to work or study but exhibit behavioral deficits that impair the transition to self-sufficiency; and (7) Puerto Rican human service professionals have also experienced disdain and stereotyping. Included are 2 tables, recommendations, a 38-item bibliography, and profiles of the Family Support Act of 1988 and community service

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